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ABSTRACT

Responding to the high dropout rate in Providence, Rhode Island, public schools, community agencies, businesses, and teachers and administrators from the public schools joined together to form the Providence Dropout Prevention Collaborative. This document summarizes the study research, prevention plan, and implementation. The first chapter describes the city of Providence. The second chapter provides a profile of the characteristics of a typical at-risk student developed by examining the records of 250 recent dropouts and interviewing 100 dropouts and at-risk students. Policies and structures of the school system that work against at-risk students are examined in the third chapter. Funding for changes in the discipline system, its handling of low-achieving students, and increasing student counseling services are recommended. The fourth chapter lists and assesses the resources available to meet at-risk students' needs, noting that academic support services were well-represented; personal, emotional, health, and legal services were not. A resource directory organized according to nine types of services is provided in this chapter. The goals of the Collaborative's plan for reducing the dropout rate and providing opportunities for students to complete secondary school are discussed in chapter five. Three strategic interventions are described: (1) continuation and expansion of the Providence Dropout Prevention Collaborative; (2) creation of Providence's Community-Based Case Management Dropout Prevention Program; and (3) improvement of the Providence School Department's student data collection system. The sixth chapter describes the structure, functions, and staffing of the Collaborative's Plan. Appendices include goals and objectives of the New Ford Foundation Proposal to continue and expand the Collaborative; budgets for the three interventions for 1988-1989; subcommittee reports (including at-risk and droput interviews); and a list of the membership of the Collaborative. (ABL)

ED293062

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Strategies and Programs for K-12 At-Risk Students

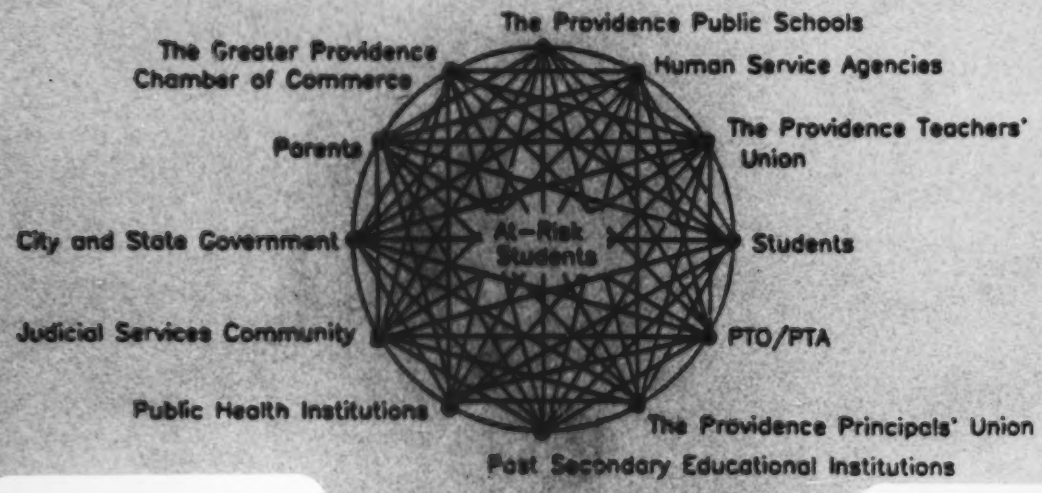
A Plan Submitted to the Providence Community

November 1987

By

The Providence Dropout Prevention Collaborative

An Alliance of



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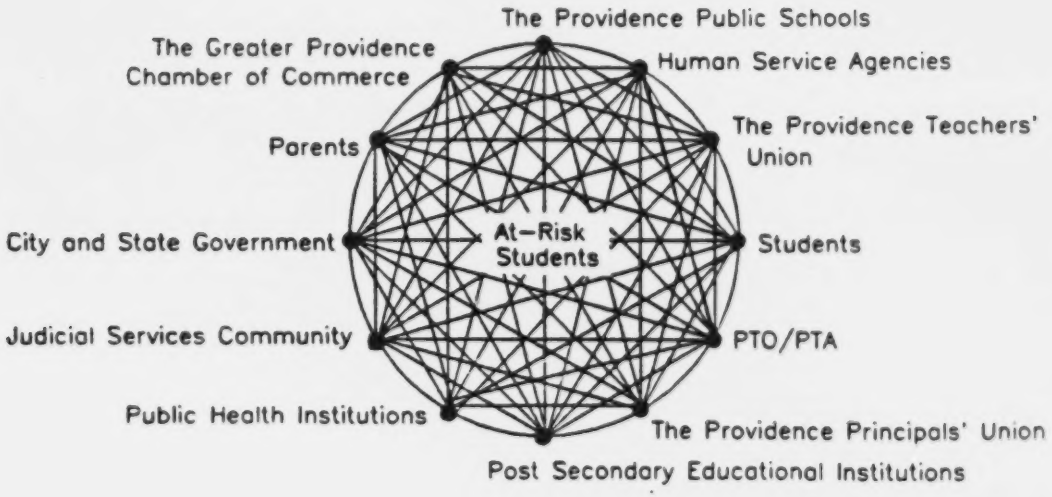

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THE PROVIDENCE DROPOUT PREVENTION PLAN: STRATEGIES AND PROGRAMS FOR K-12 AT-RISK STUDENTS

The Providence Dropout Prevention Collaborative

An Alliance of
Providence Public Schools
Human Service Community Agencies
The Greater Providence Chamber of Commerce
The Providence Teachers' Union
The Providence Principals' Union
Post-secondary Educational Institutions
State and Local Government Agencies
PTO/PTA
The Judicial and Legal Communities
The Public Health Institutions

A Plan
Submitted to the Providence Community

November. 1987

This plan was funded in part by the Ford Foundation and the University of RI/Providence School Department Partnership

DROPOUT PREVENTION COLLABORATIVE FOR THE PROVIDENCE SCHOOLS

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The Providence Dropout Prevention Collaborative is a member of the Ford Foundation Dropout Prevention Collaborative Project.

DROPOUT PREVENTION COLLABORATIVE FOR THE PROVIDENCE SCHOOLS

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The graphics in this report were a contribution by Mary Lynne Poole, of MLP Consulting, 168 Bowen Street, Providence, Rhode Island.

ACKNOWLEDGEMENTS

In a recent presentation announcing the priorities for the Providence Public Schools in 1987-88, the Superintendent of Schools, Joseph Almagno, said "the Providence Schools are in the process of change, responding to a city in flux in population and economic development. What is missing in this process is a constituency for education." The Superintendent pointed out that "students could not only rely on classroom teacher and home but need the assistance and advice of different groups in the community. The students need partnerships - collaboration with home, business, community groups, union, university and city hall."

The Providence Dropout Prevention Collaborative is a response to the Superintendent's call. Organized in the fall of 1986, the Collaborative, funded in part by The Ford Foundation, with support from The University of Rhode Island and the Providence School Department, benefited from the work of over 300 people from community based agencies, Teachers' Union, the business community, City and State government, and the administrators, students, teachers, and parents of Providence public schools. The Collaborative has worked long and hard in this planning year to create a comprehensive, community-based approach, sensitive to local concerns, which will prevent public school dropouts. This plan represents the time, effort and commitment of the Collaborative membership and staff. So substantial has been the contribution of these groups and individuals that the United States Conference of Mayors recently awarded first prize to the Providence Dropout Collaborative in the conference's city-community partnership, citizen-participation category. To each we owe appreciation. Thank you.

The Management Committee, a group of diverse individuals, appointed by the Superintendent, was committed to the Collaboration which united the community in the cause of assisting students. Robert Rice, Chair, President and General Manager, WPRI-TV and Kenneth Simons, Vice Chair, Manager, Metropolitan Life Insurance Company were the very active leaders of the team; a special thanks to Ken Simons for his strong direction and support as chair of the subcommittee on the plan; Barbara McKay, Executive Director, Providence Education Fund; Marcia Reback, President, Teachers Union, Jim McBee, Business/Education Manager of the Providence Chamber; B. Jae Clanton, Executive Director of Rhode Island Urban League were most instrumental in moving the enterprise forward. Joseph Almagno, Superintendent of Schools and Joseph DiPalma, Assistant Superintendent for secondary schools, were particularly strong participants and supporters of this process. The Collaborative and staff want to especially acknowledge their leadership and hard work.

Norman Fruchter, the liaison advisor from the Academy for Educational Development, a Ford Foundation intermediate agency, has been a key figure in the development of this plan. In particular the staff and Management Committee want to thank him for keeping us "on course" and focused on the needs of the students.

Lastly, I would like to thank the staff of the URI Urban Field Center for their assistance and work on this project. Although officially the Dropout Prevention Planning Project staff consisted of two full-time staff, a program coordinator and research associate, members of the partnership staff gave freely of their time and support. In actual work of the plan development I want to thank Mark Motte and Gayla Gazerro for their commitment and their professional efforts. Dan Challener, who joined the staff in June, has been crucial to the research, writing, and production of the plan -- in addition, he has added his intelligent perspective. Dale Toomer, now at Statewide Planning, directed the student dropout surveys and organized the questionnaire schedules. Jim Walsh, University of Rhode Island Community Planning and Area Development Graduate Assistant, prepared the first draft of the resource directory. I particularly want to extend my appreciation to Marguerite Brown, former Deputy Director of the Partnership, for her untiring efforts in sustaining the process: administering, staffing, providing support and critical analysis of the work.

As this plan goes to press, several of the programs supported by the Providence Public Schools, the business community and the community service agencies are already underway. The Dropout Prevention Management Committee viewed this planning year not only as providing substantive, comprehensive direction for Providence's future dropout prevention efforts, but as a way to begin new programs even as we planned. The plan is an expression of the participatory nature of a continuing process.

Marcia Marker Feld, Ph.D.
Study Director

THE PROVIDENCE DROPOUT PREVENTION
COLLABORATIVE

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EXECUTIVE SUMMARY

In 1986 the dropout rate in Providence's public schools hovered between 45% and 50%. Perhaps even more troubling than this high dropout rate was that there existed no broad based constituency for improving Providence's schools. School and community leaders realized that unless things changed, the high dropout rate and the lack of a constituency for public education would endanger the city's economic recovery and would provide a bleak future for thousands upon thousands of Providence's young people.

Responding to this situation, community agencies, businesses, and teachers and administrators from the public schools joined together to form the Providence Dropout Prevention Collaborative. Funded by a grant from The Ford Foundation and staffed by The University of Rhode Island Partnership Program, the Collaborative had dual goals: to create a coalition for at-risk students and to develop an informed comprehensive approach for reducing the city's dropout rate. To accomplish this, the Collaborative worked to unite the community and create and coordinate the resources that would help students graduate from high school.

In the year following the grant from The Ford Foundation, the Collaborative brought together over three hundred individuals from all segments of the greater Providence community, including teachers, parents, Providence School Department administrators, staff members of community service agencies, people in business, government officials, judges, and students themselves. So substantial was the contribution of these individuals and groups that the United States Conference of Mayors awarded the Collaborative first prize in The City-Community Partnership Category.

The Collaborative's initial steps in its work involved researching the schools, its students, and the community so as to document the issues and needs of the at-risk student. The first chapter of this Plan describes the City of Providence. The chapter makes extensive use of statistical information about the city's economy and demographics. Providence is a city in flux. The city's considerable loss of population of the 1970's is indeed over; the halt has been achieved almost exclusively through an increase of non-white citizens, primarily Hispanic and Southeast Asian. This new demographic pattern has caused a dramatic change in the composition of Providence's public schools; the non-white student population has increased by 20%, from 35% to 55% of the student body. While all of this has been going on, the city has enjoyed a modest economic recovery. Unemployment has fallen and average income has risen among a segmented part of the population from Providence, in large part because of the growth of high tech, service oriented industries in

and around Providence. Nevertheless, the very nature of these industries, their demand for employees with sophisticated reading, writing, and reasoning skills, further amplifies the importance of reducing the city's dropout rate.

Chapter Two details a profile of the characteristics of a typical at-risk student. To develop this profile, Collaborative members and staff examined the School Department records of 250 recent dropouts; interviewed over 100 dropouts and at-risk students; and talked with teachers, administrators, guidance counselors, parents, community leaders, staff members of community agencies, and businessmen and businesswomen. The Collaborative recognized common characteristics that typified the at-risk students' families, schools, and personal experiences. At-risk students' families were usually poor, unstable, and run by parents with limited education and with a low opinion of the value of education. At-risk students' schools were usually large and, at least in the students' eyes, had a boring curriculum, a harsh and capricious discipline system, and no adults who really cared about them. And at-risk students' experiences in school involved repeating at least one grade, receiving low marks, frequently missing classes, and not being involved in any extra-curricular activities.

Chapter Three examines policies and structures in the Providence School System that work against at-risk students. As the research shows, the School Department could significantly help at-risk students if it could find the funding for changes in its discipline system and its handling of low-achieving students, and if it could afford to increase the student counseling services it offers and to improve its system for collecting information about students. Both require a massive infusion of operating funds.

Chapter Four assesses the resources available to meet these student needs. The chapter has a brief description of all the programs in the City of Providence which have identified themselves as helping at-risk students. The programs are divided into nine different categories: tutoring; recreation; personal counseling; physical and sexual abuse counseling; drug and alcohol counseling; employment programs and career counseling; pregnancy and parenting information programs; nutrition and health services; and legal services. The number of programs offered varies considerably by need; academic support services are well represented; personal, emotional, health and legal services are not. The assessment of the gaps between the needs of the students and the services available to them guided the direction of the Plan's strategies and program recommendations.

Chapter Five describes the Collaborative's plan for reducing the City's dropout rate and providing opportunities for students to complete secondary school. The overarching goals of the plan are:

to increase the percentage of students who graduate from the Providence Public Schools; and

to maximize the opportunity for Providence students to graduate from secondary school.

The four objectives relating to these goals are

I. to continue to unite all members of the Providence community through the Dropout Prevention Collaborative in a concentrated effort to reduce the City's 48% dropout rate;

II. to create, initiate, support and coordinate community agency programs that meet the needs of the at-risk student;

III. to support the Providence School Department's academic and social initiatives to meet the needs of the at-risk student: and

IV. to improve the information system of the Providence School Department.

Having studied the city, its at-risk students, its schools, and its resources, the Collaborative identified three intervention strategies which are at the core of the dropout plan. These three strategic interventions are:

I. The continuation and expansion of the Providence Dropout Prevention Collaborative:

II. The creation of Providence's Community-Based Case Management Dropout Prevention Program

III. The improvement of the Providence School Department's student data collection system.

Together these three strategies will reduce the city's dropout rate and continue to build a broad based constituency for the at-risk student and public education in Providence.

Chapter Six describes how the Collaborative will implement the Plan: its structure, its functions and its staffing. In addition, it briefly discusses some potential problems in the implementation process. The Collaborative is

a unique organizational arrangement which provides a vehicle for the public schools, community based agencies, the teachers' union, the principals' union, the Greater Providence Chamber of Commerce, postsecondary education institutions, state and local government and parents' organization to guide, encourage, support and coordinate the delivery of community based services to the Providence at-risk student. It is an alliance of individuals and groups concerned about and working toward the prevention of public school dropouts. The Collaborative is an independent organization; it is not an arm of the School Department nor an incorporated agency. The collaborative, whose membership is over 300 individuals or agencies, will be governed by a dual structure: a Board of Directors from the public schools and business and an Advisory Council of all member agencies and individuals. It will be representative of all community and collaborative agencies and will be located in The University of Rhode Island's Urban Field Center. Its fiscal agent will be the University of Rhode Island Foundation. The Collaborative selected this location as a "neutral" site whose nurturing environment will allow the Collaborative to grow and develop in the next two years. At the end of that time an assessment about the future governance structure will be made.

The functions of the Collaborative will include: to carry out the Plan for dropout prevention and to keep the dropout prevention issue a priority of public concern of the Providence Community: to continue, maintain and expand the Collaborative by continually convening all involved groups to address the dropout issue; to document dropout prevention initiatives in and encourage assessment of the effectiveness of at-risk student intervention; to develop new strategies and initiatives by building upon the current Dropout Prevention Plan and to explore and develop new programs to meet at-risk students' needs; and finally to support and expand the Collaborative as a coordinated thrust for dropout prevention, establishing a continuing structure for all components of the community and to build a constituency which supports initiatives to prevent dropouts and acts as an advocate for the at-risk student.

The funding for the Collaborative and its programs will be generated from a variety of public and private sources. A fiscal strategy includes donations from the member agencies: private, national and local foundation grant requests; state legislative funding for specific programs; local support from the public schools and The University of Rhode Island.

Meeting the needs of the Providence at-risk student is the motivating reason for the work of the last planning year: continuing the collaborative will provide the close and continuing structure for the components of the community to function together to expand the coordinated thrust and build

a constituency which supports public education initiatives to prevent dropouts. Dropout prevention is the "hot" educational movement; yet movements fade and more trendy ideas come into play. The Collaborative views the Plan which it developed as a first step in a larger goal of addressing the problems which prevent our youth from attaining their potential. The Collaborative views itself as a more permanent part of the Providence education condition: as a coming together of like minded agencies and individuals with the public schools to be an informed and funded support and advocate for the at-risk student.

CHAPTER I

INTRODUCTION:

The City and the Planning Year

A National Issue, A Local Problem

In September of 1982, 1586 freshman entered Providence's five public high schools. Four years later, only 796 students graduated in the class of 1986. Most of the other 790 students of that class, 47.9%, left Providence's schools early (see Chart I-One). Their records reveal that they did not leave to go to other schools or to go to college. Rather they left to join the rapidly growing ranks of Americans who never finish high school. Numerous recent reports and studies indicate that these dropouts will not only suffer tremendous personal frustration because of their incomplete education, but that they will also inflict a staggering financial cost on Providence.

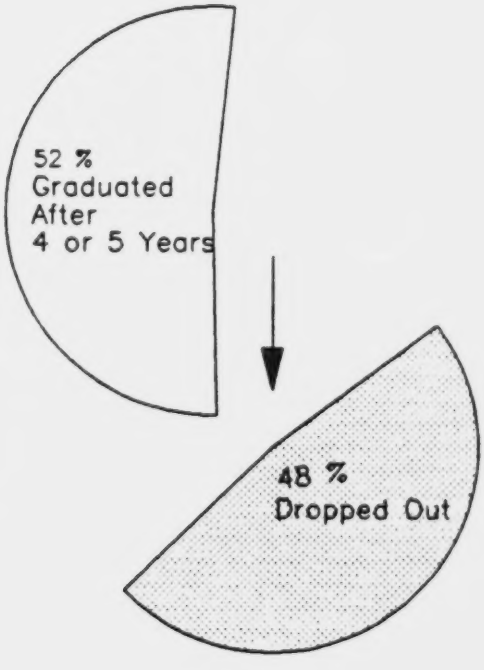
Recent research shows that a male who drops out of high school earns $260,000 less in his lifetime than a male who graduates from high school but gets no further schooling. A woman dropout can expect to earn $170,000 less than her counterpart who graduated. But the economic burden of dropping out is not measured solely in losses to individuals. Society bears the brunt of the dropout's failure to realize his or her potential in the labor market. The drain on the national economy manifests itself in a number of areas: social services, medical care, welfare, job training, lost income tax revenues, stolen property, crime prevention, and judicial and prison costs.

The only extensive study done to calculate the costs of dropouts was conducted in Texas. The 1986 Texas School Dropout Survey Project found that dropouts annually cost the state a staggering amount of money: $15.7 million in unemployment compensation; $1.9 million in job placement services; $94.8 million in AFDC; $253.7 million in Food Stamps; $116.1 million in police protection; and $5.9 million in judicial costs. According to that study, if they did not have a dropout problem, Texans would annually find themselves still in possession of 119.6 million dollars of property that would <u>not</u> have been stolen by dropouts.

These are only the monetary costs, the tangible factors useful in a mathematical benefit-cost analysis, but which can never account for the frustration felt by millions of alienated Americans who drop out. Finding themselves in circumstances which severely limit their opportunities and options, most high school dropouts are effectively

Chart I-One

Providence Public High Schools
Class of 1986



Source: Providence School Department

disenfranchised from participating fully in the economy and society. Let down by systems and institutions which cater to prescribed norms, the dropout carries the label of underachiever in a society that demands success and defines it narrowly.

While national and statewide dropout statistics make headlines, it is primarily local forces that cause young people to drop out of school. Local social, cultural, and economic forces, coupled with individual policy makers and personalities, create in every community a unique environment that accounts for a community's dropout rate. Moreover, just as the factors that create a community's dropout rate are unique, the solutions to a community's dropout problem are also unique. It is therefore at the local level that movements have been most effective at reducing the dropout rate. Encouraged by national foundations and backed by community service agencies, universities, and businesses, individual cities and school systems have started to develop locally based and culturally sensitive dropout prevention plans that respond to local conditions.

This Strategies Plan presents the findings of the planning year of the Dropout Prevention Collaborative in the city of Providence, Rhode Island. While much of the initial research was influenced by literature published in national journals and by studies produced in other cities, the processes of goal setting, data collection, data analysis, and program development were entirely locally based. Indeed, the community-based nature of the Collaborative and the series of meetings it undertook with neighborhood leaders, school administrators, principals, guidance counselors, teachers, PTO representatives, at-risk students and, most importantly, dropouts, ensured that the Collaborative's programs are appropriate, timely and sensitive to the specific needs of Providence students.

The Demographic and Economic Environment of Providence

During the last decade, the economy of Providence, the Capitol city of Rhode Island, has improved. Since 1980 both Rhode Island and Providence's unemployment rate decreased significantly. In 1980 Rhode Island's unemployment rate stood at 7.2%, the second worst state unemployment rate in America. That same year, Providence's unemployment rate was 8.2%. By August of 1987, Rhode Island's unemployment rate had fallen to 3.5%, while Providence's was down to 4.0%.

Recently, a new economic initiative has been started in Rhode Island with strategies for linking education, industry and government to take the place of the crumbling textile business and other manufacturing industries. This

economic transition is highly focused, well financed, closely linked to business development, and interrelated with a cluster of activities in companies and in-state post-secondary institutions. Its purpose is to achieve the critical mass necessary to develop new industries based upon new products commercially developed from new technologies. The employees needed for this burgeoning Rhode Island economy must be highly literate, well trained in both "high tech" and "high touch" skills. Obviously, this new economy will have very limited need for workers without, at the very least, a complete high school education.

Providence experienced a large scale out-migration between 1970 and 1980. During those years, over 12% of Providence's population left the city. From 1980 to 1985, the city's population decreased only by 1.2%, and stood at 154,600 in 1985. It is estimated that Providence's population will continue to decrease over the next decade, but the population loss is predicted to be very limited because of a number of young professionals moving in to the city's East Side and a large influx of immigrants, particularly those from Southeast Asia. Over the last ten years, Providence has become the northern terminus for the new Southeast Asian immigrant population. The influence of the Southeast Asian population is growing; one out of every four babies born in Providence hospitals is born to a mother from this new population.

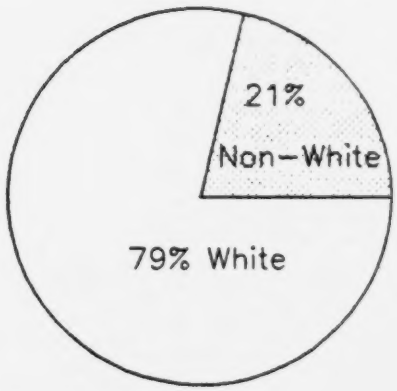
Of the 156,804 people living in Providence in 1980, 33,602 (21.4%) were minority, while the remaining 123,202 (78.6%) were majority (see Chart I-Two). The racial distribution for 1980 included:

White:	123,202 (78.6%)
Black:	17,973 (11.5%)
Hispanic:	9,071 (5.8%)
Asian/Pacific Islander:	1,694 (1.1%)
American Indian:	921 (0.6%)
Other:	3,943 (2.5%)

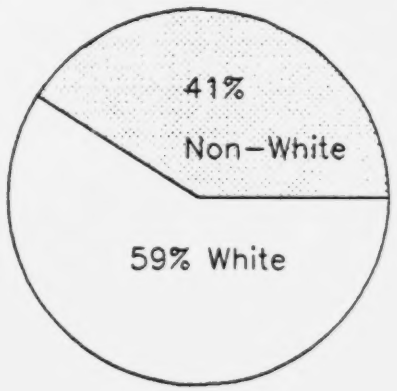
Yet, while the city's population is only 21.4% minority, 55% of the students in Providence Public Schools are of minority background; of the 19,747 students enrolled for the 1986-1987 academic year in the Providence Public Schools, 55.2% are minority, and 44.7% are white. These percentages of minority students reflect large increases in the school system's minority population. In 1977 only 34.6% of the system's students were minority. Ten years later, the percentage of minority students has increased by 20%, to 55.6.%. The enormous growth is mostly attributable to major increases in Hispanic students (7.0% in 1977, 18.8% in 1987) and Asian students (2.0% in 1977 and 11.1% in 1987). (see Chart I-Three, Chart I-Four, and Chart I-Five).

Chart I-Two

1980 Providence Minority Representation Residents and Public School Students



Residents

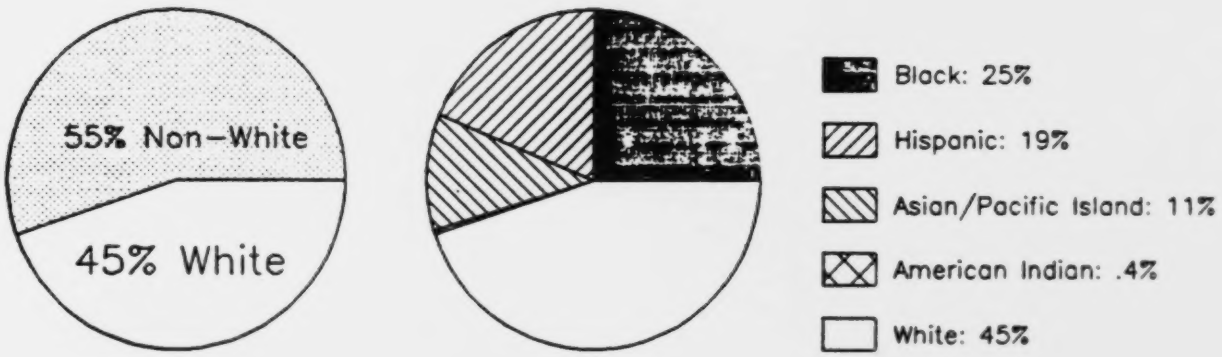


Public School Students

Source: RI Dept. of Education, Mgmt. Information System

Chart I-Three

1986 Providence Minority Representation Public School Students



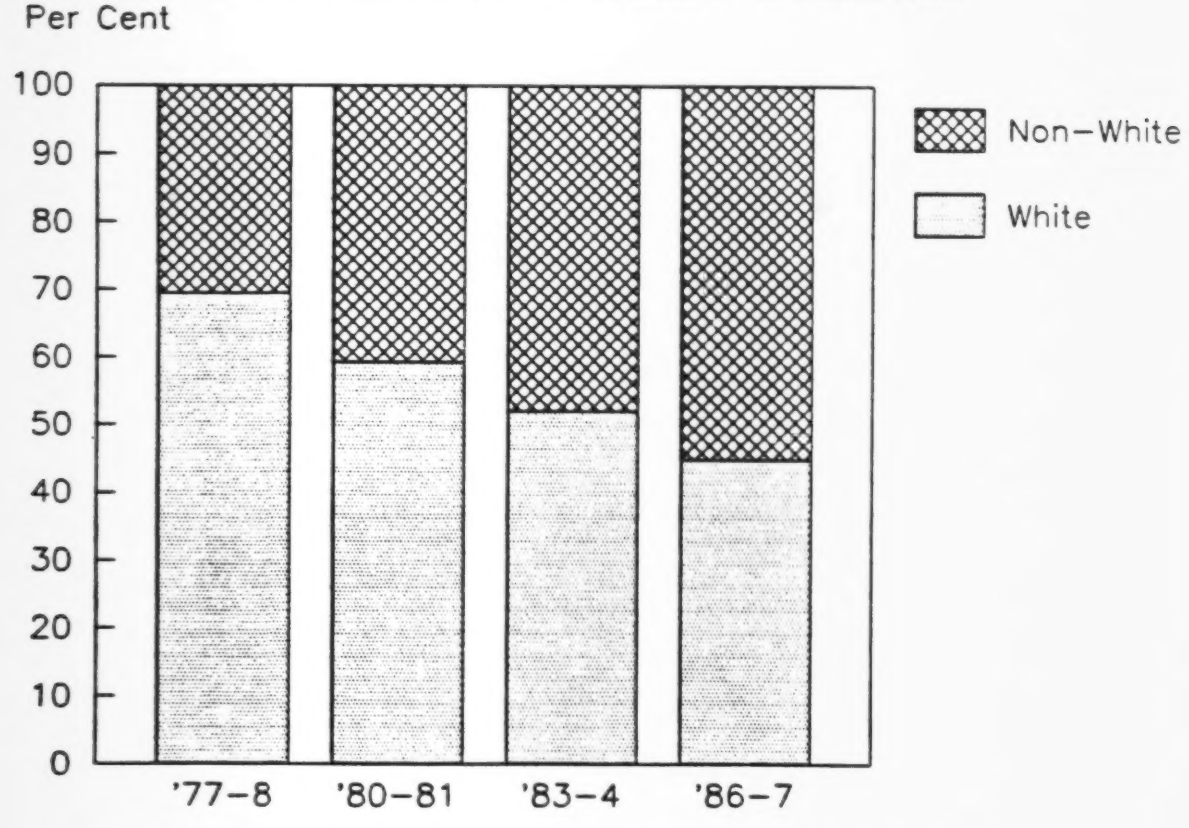
Overview Detail

Public School Students

Source: RI Dept. of Education, Mgmt. Information System

Chart I-Four

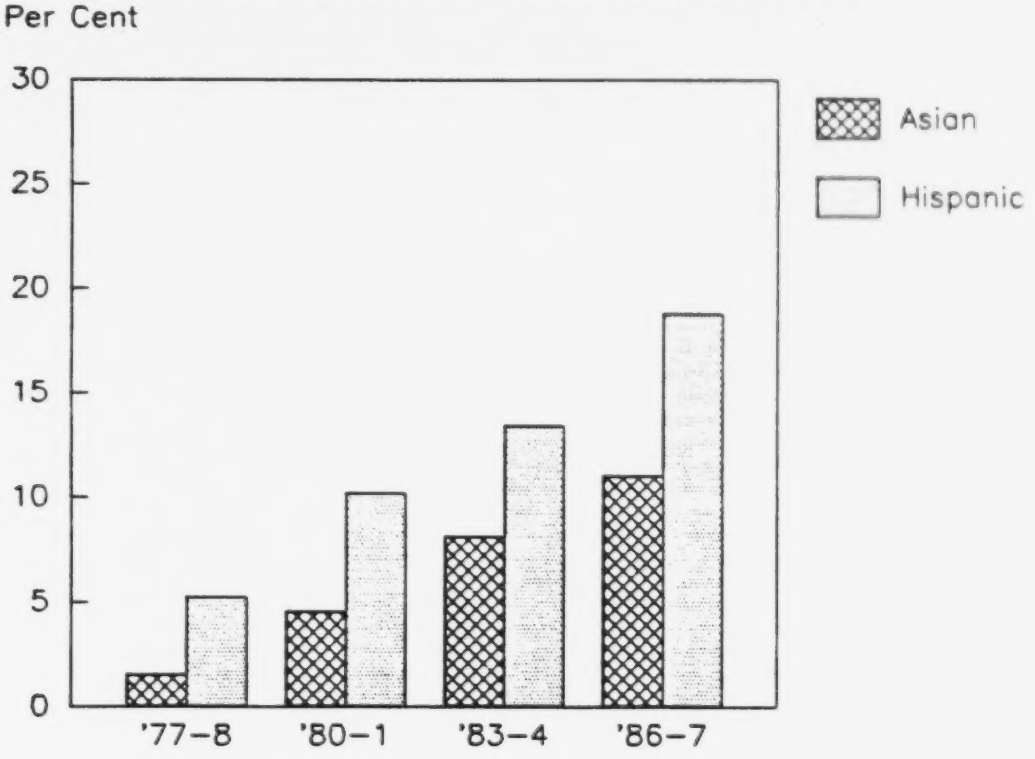
The Changing Demographics Of the Providence Public Schools



Source: RI Dept. of Education, Mgmt. Information System

Chart I-Five

Growth of Hispanic and Asian Populations In the Providence Public Schools



Source: RI Dept. of Education, Mgmt. Information System

The composition of minority students includes: 24.9% Black, 18.8% Hispanic, 11.1% Asian/Pacific Islander and 0.4% American Indian. In one year the proportion of the Hispanic population increased almost 5% and that of the Asian/Pacific Islander almost 3%. Current trends indicate that the decline in the white student population of approximately 200 students per year is slowing down, while the non-white population is increasing by 500 students per year on the average.

Total enrollment decreased from 1977-1980, stabilized from 1981-1983 and then began to increase slowly from 1983-1986. From 1977-1980 there was a significant drop in the total enrollment of students. This was caused by a large decrease in the number of white students. The increase in the non-white student population only made up for half of the loss of white students. Between 1980 and 1983, the decline in the white population essentially matched the growth of the non-white population. From 1983-1986, fewer white students left the system and the increase of minority students continued. The net effect of these two trends caused the total school population to grow.

Within Providence, strong neighborhood ties characterize the city's demographic and economic pattern. Two high schools, Central and Hope High Schools, and their feeder schools include most of the city's low income and minority neighborhoods: South Providence, Washington Park and the West End. Home to almost all minorities in Providence, these inner city areas have the lowest median income, $8,672; the highest unemployment rate, 25.1%; and the largest number of single parent households. The students are characterized by poor family relationships, lack of cohesion, low socioeconomic status, lack of role models for achievement in education, and poor peer influence, all of which reinforce negative educational goals. The students have a low level of identification with school. The students who live in Providence's inner city neighborhoods are racially and ethnically isolated, economically disenfranchised and educationally at-risk.

Evolution and Role of the Providence Dropout Prevention Collaborative

The need for dropout prevention programs in the Providence Public Schools has for several years been apparent to the School Department, local agencies who serve the at-risk population, state government, the local media, and the state university's outreach program staff. Indeed, a number of unrelated, small-scale initiatives were emerging prior to the Collaborative's existence. It was not until The Ford Foundation grant, however, that a more united thrust developed, focusing the attention of many diverse

organizations on the specific issue of the worsening inner-city dropout problem. Many organizations realized the opportunity to meld divided approaches to solving the problem into a well-coordinated effort.

The Management Committee

The announcement in May, 1986, of a Ford Foundation grant available to 21 U.S. cities and towns whose proposals for dropout prevention showed promise, proved to be a rallying point for parents, teachers, local community groups, the Greater Providence Chamber of Commerce, the Providence Teachers' Union, the University of Rhode Island/Providence Public School Partnership and the Providence School Department. The decision by the School Department to form a community-based independent Dropout Prevention Collaborative generated much interest. Organizations from the private, public, and non-profit sectors were eager to contribute to an understanding of the dimensions and nature of the dropout problem and to lend their expertise in the development of new strategies and programs to address this problem.

Once The Ford Foundation committed $25,000 to dropout prevention in Providence, the then Superintendent of Schools, Dr. Robert Ricci, consulted with his senior staff to create a Management Committee to oversee the development of the new Collaborative. To ensure equitable representation from the diverse groups that had expressed a willingness to participate, the Superintendent invited members from the business community, the University, the nonprofit sector, the teachers' union, and his own policy makers to sit on the Management Committee. The membership of the Committee formed in October, 1986, was as follows:

Mr. Robert Rice, Chair
President and General Manager
WPRI-TV, East Providence

Mr. Kenneth Simons, Vice Chair
Manager
Metropolitan Life Insurance Company

Mr. Robert Ricci
Superintendent of Schools
Providence School Department

Mr. Joseph DiPalma
Assistant Superintendent of Schools
Providence School Department

Ms. B. Jae Clanton
Executive Director
Urban League of Rhode Island

Mr. James McBee
Business/Education Manager
Greater Providence Chamber of Commerce

Ms. Barbara McKay
Executive Director
Providence Education Fund

Ms. Marcia Reback
President
Providence Teachers' Union

Dr. Virgil A. Wood
President
Ministers' Alliance of Providence

Mr. Arthur Zarrella
Principal
Central High School

Dr. Marcia Marker Feld
Executive Director
University of Rhode Island/Providence School Department Partnership, Study Director

The Superintendent asked the University of Rhode Island/Providence School Department Partnership to staff the project for its planning year. Parallel to this effort to establish more formal links between the School Department and service providers in the community were efforts by the Greater Providence Chamber of Commerce to get involved in dropout prevention activities. As the Superintendent began to work with the Management Committee, he also cooperated with the Education Task Force of the Chamber, and saw its transition into Education-Rhode Island, a Division charged by the Chamber to make education its priority in 1987. Mr. Robert Rice, Chair of the Management Team, was named Chair of Education-Rhode Island.

In order that the work of the business and service/ nonprofit communities would not be duplicated, some members of the Management Committee of the emerging community-based Collaborative were invited to sit on the coordinating committee of Education Rhode Island. Superintendent Almagno, Assistant Superintendent DiPalma, Robert Rice, Marcia Reback, Barbara McKay, Jim McBee and Marcia Feld sat on both organizations. Members agreed that as the two organizational structures developed, a more formalized Policy Steering Committee would be necessary to coordinate their programs.

Developing Community Involvement

As the Management Committee continued to meet, its members developed a strategy to organize the Collaborative. Study staff compiled a list of all the dropout related programs ranging from tutorials to pregnancy helplines in the city and surrounding area. This research took the form of a Resource Directory and was the basis for an extensive list of invitations to a dropout prevention conference scheduled for mid-February, 1987. The study staff, in cooperation with Education Rhode Island, organized two working conferences in Providence; one in February, the other in March. Over 100 individuals attended, representing some 85 government agencies, businesses, non-profit organizations, schools and the judiciary.

The first conference, held on February 11 at the Ray Conference Center of Providence's Butler Hospital, drew approximately 100 participants from the following areas of the community:

Community Service/Recreation/Housing	26%
Business/Adopt-A-School	11%
Health Care/Social Services	12%
Educational Agencies	18%
Secondary Education - Teachers/Principals	10%
Elementary Education - Teachers/Principals	11%
R.I. Department of Education	8%
Judiciary	4%
	100%

Ken Simons, the Management Team's eloquent vice chair, moderated the conference. The keynote speaker was Peter McWalters, Superintendent of Schools, Rochester, New York. Although centered around the invited expert speakers, the conference had as a primary function to establish the extent of interest and commitment within the community for dropout prevention. Conference participants were asked what they or their agency could potentially contribute to dropout programming. And a questionnaire was circulated requesting names of other agencies that might be able to contribute to the community effort.

Two discussion sessions were organized. The first was held in the morning and was a cross-agency gathering with two purposes: to brainstorm possible indicators of the "at risk" child and to match programs with the needs revealed by those indicators. The second session, held in the afternoon, was a like-agency gathering designed to develop strategies among associated agencies to see to what extent the Collaborative could promote inter-agency cooperation.

Conferees generally agreed that Providence already had a wide array of dropout associated resources, but that greater communication and cooperation was needed. The Collaborative effort was praised for its goal of fusing diverse elements, many of which had felt isolated prior to gaining an awareness that others were operating within their field. A unanimous vote called for a second conference to be held the following month, March, 1987, to discuss planned change in the city's approach to dropout prevention.

The Providence Dropout Prevention Collaborative's second conference was held on March 31, 1987, at Bridgham Middle School in Providence. Attending were sixty-two representatives of the following areas of the community:

Community Service/Recreation/Housing	26%
Business/Adopt-A-School	3%
Health Care/Social Services	13%
Educational Agencies	8%
Secondary Education - Teachers/Principals	20%
Elementary Education - Teachers/Principals	19%
R.I. Department of Education	5%
Judiciary	6%
	100%

Participants were asked to sign up for one of three policy subcommittees charged with the following tasks:

Subcommittee 1: To meet with middle and high school students to get their input on the causes of dropout and on strategies to keep students in school;

Subcommittee 2: To work on developing an organizational model for a growing, community-based Collaborative with an operational framework for implementing programs;

Subcommittee 3: To review all strategies and programs submitted to the Collaborative by member groups; to expand the goals and objectives of the prevention program; and to give direction to member organizations.

Each subcommittee was charged with meeting at least once a month until mid-summer at which time the members would submit a detailed report of recommendations to the Management Committee and the School Department for discussion prior to inclusion in the Strategies Plan.

The work of the Collaborative's subcommittees is the basis of Chapters II-VI. Each subcommittee presented its written report to the Management Committee on July 14, 1987.

at which time their recommendations were unanimously adopted for inclusion in this Plan. The student input subcommittee continued to meet through the summer.

While most of the work of the subcommittees ended in July, the Management Committee continued to meet throughout the summer and fall. Its continued consultation with the various elements of the Collaborative membership and the planned end of fall conference to facilitate adoption of the Strategies Plan, are evidence of senior policy-makers' awareness that a solution to the dropout problem lies in a community-based comprehensive approach. Contributions will continue to be drawn from family, community, and psychological experts, as well as educational specialists. A multi-faceted problem demands a multi-faceted community response.

The staff of The University of Rhode Island's Urban Field Center's University/School Department Partnership Program was charged by the Superintendent of Schools to assume the role of study staff and facilitator of the dropout prevention program. Under the guidance of the Study Director, the staff conducted the activities as described in The Ford Foundation Dropout Prevention proposal on behalf of the Collaborative.

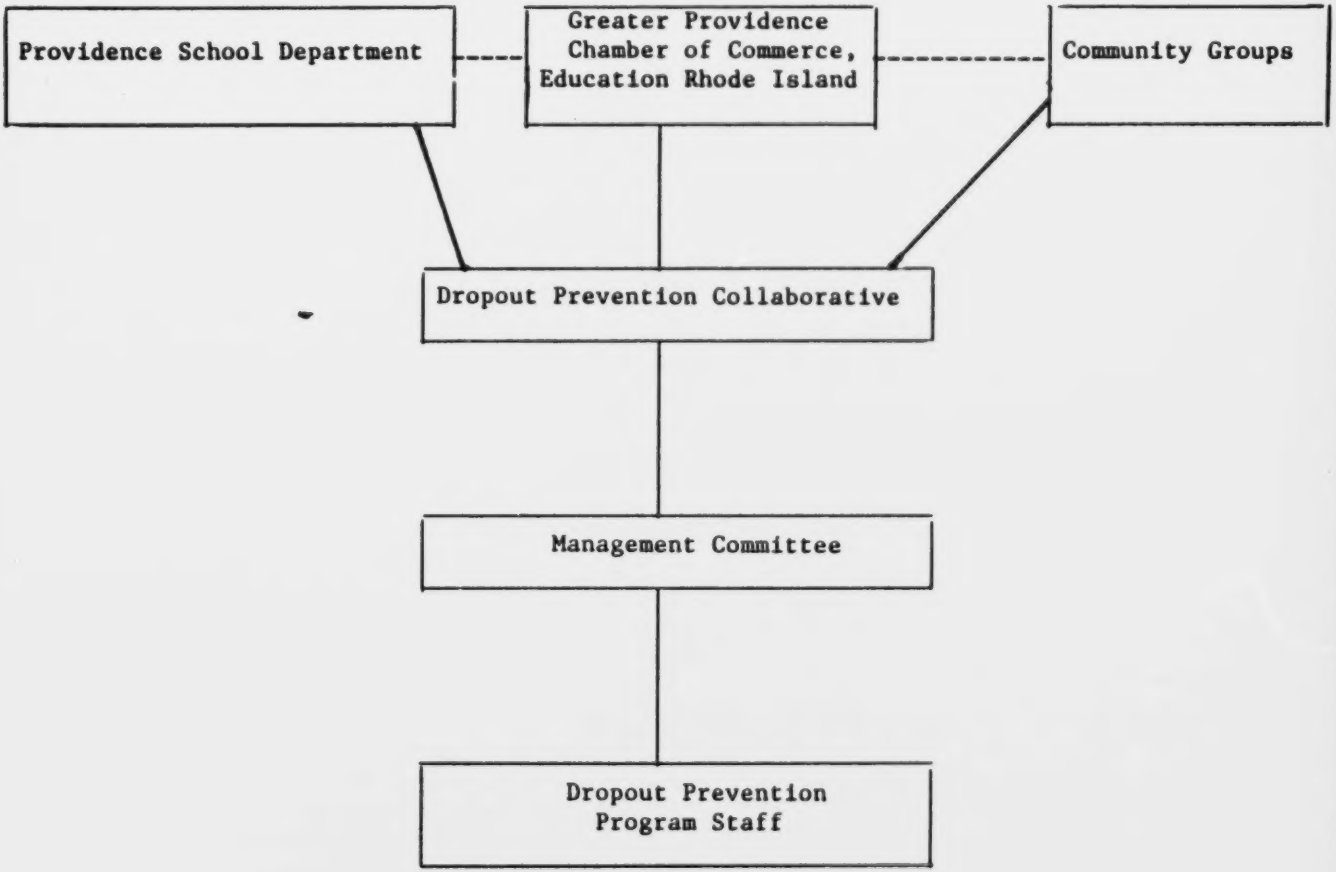
The location of the planning project at the Urban Field Center helped to provide continuity during a time of change within the school system. Dr. Ricci, Superintendent of Schools, resigned from the School Department in December, 1986, to be replaced by Mr. Joseph A. Almagno. The Field Center worked with the Collaborative to keep the dropout issue at the top of the community agenda. Mr. Almagno supported and continued this effort, realizing the significance of bringing community-wide expertise and resources to bear upon the most serious problem within the public schools. (Diagram I-One)

Funding

The Superintendent of Schools and the Study Director, at the submission of The Ford Foundation Proposal, assessed the need for additional financial support necessary for the completion of this study. The Collaborative initiated external development efforts, and raised funds from the following sources: The Providence Journal Foundation donated $1,000 to support the dissemination effort; the Knight Foundation donated $2,000, and the Providence School Department contributed $4,000 for staff support. The bulk of the financial support has come from contributed costs from The University of Rhode Island's Urban Field Center and the Providence Public Schools, with assistance from Metropolitan Life Insurance Company and the Providence Education Fund.

Diagram I- One

Governing Structure: The Dropout Prevention Collaborative and Associated Organizations
September, 1986 - December, 1987



The work of the Study Director has been an entirely in-kind contribution from state university funds, as has been the work of the graduate student assistants. The work of the Deputy Director has been funded from contract funds from the Providence Schools Magnet program, as has been part of the work of the research associate and research assistant. All clerical support services have been funded from Partnership grants. Infrastructure support has been provided by the R.I. State Department of Education. Metropolitan Life Insurance Company has repeatedly duplicated reports and materials and has provided staff training for conferences, meetings, and workshops. The Providence Education Fund provided a grant for binders for the Resource Directory.

All of the members of the Management Committee, which met at least monthly, were supported by their various organizations. The member agencies of the Collaborative provided their staffs with time for its many meetings. The teachers, supervisors and principals involved in the meetings donated their own time to this community-wide effort. The contributions of these individuals, agencies, corporations and the university have been so substantial that the United States Conference of Mayors recently awarded first prize to the Providence Dropout Prevention Collaborative in their City-Community Partnerships, Citizen Participation Category.

Program Goals

The central goal of the Providence Dropout Prevention Collaborative is to increase the percentage of Providence students that graduate from the Providence Public Schools. While this goal can be stated simply, members of the Collaborative were aware from the outset that their task was complex. Five specific objectives had been established by the writers of the proposal to the Ford Foundation and served as the underpinning to the Collaborative's work that followed.

1. To maintain a Collaborative among business, the community, post-secondary institutions, labor unions, and the public schools as a focus for drop out prevention programming.

2. To inventory all the programs and activities of agencies that are involved with high school dropout prevention in the City of Providence.

3. To access current student data and to develop an information system which will provide baseline data to measure, characterize and understand the dimensions of and local factors associated with dropout; to analyze sample databases to develop a set of reliable indicators that identify the at-risk student.

4. To prepare a culturally sensitive, cross-disciplinary, cross-institutional dropout prevention plan by the fall of 1987.

5. To document the Collaborative planning process and to assess whether the Providence School/Community Collaborative is continuing toward its central goal of reducing the dropout rate.

At the first Collaborative conference of February 11, 1987, participants reached consensus that no single institution or societal factor was responsible for the high dropout rate in Providence. Because dropout results from problems in families and neighborhoods, as well as in the schools, a comprehensive dropout prevention plan had to involve all areas of the community in the development of solutions.

By November, 1987, after a year-long planning process, the Providence Dropout Prevention Collaborative had brought together local government, the unions, the business community, the universities, service agencies, the judiciary, the protective services, and the public schools in a broad-based city-wide dropout prevention effort. Unique to this effort was the Collaborative's ability to overcome Providence's reputation of fractious local politics, "turf" conflicts, and bureaucratic secrecy. The Collaborative ventured strategies and potential programs that addressed a diverse range of perceived needs, both inside and outside Providence's public schools.

The Strategies Plan: The Outcome of a Comprehensive Locally-based Participatory Planning Process

This Plan is in six chapters. Each reflects both the processes and substantive outcomes of the Collaborative. Chapter I, "The Introduction: The City and the Planning Year," describes the demographics and economic environment of Providence, the evolution of the Collaborative, its current governing and operating structure, the development of goals and objectives, and the directions the Collaborative will take during the next two years.

Chapter II, "Providence's At-Risk Students: Characteristics and Needs," first identifies the characteristics of Providence's at-risk students; this part of the chapter is based on extensive research and interviews done by Collaborative members and staff. The second half of the chapter discusses what at-risk students need, based on what the discussion of characteristics revealed. The Strategies Plan evolved from this needs analysis.

Chapter III, "Providence School Policies and Procedures: Changes in Structure and the Data Collection System for Dropout Prevention," examines five specific policy areas: discipline, retention-in-grade, guidance counseling and human services, academic and extra-curricular programs, and the student data collection system of the Providence School Department. After analyzing each of these areas, the chapter makes recommendations for change that would help at-risk students graduate from high school.

Chapter IV, "The Providence Community: Existing Resources," describes the programs and services in the greater Providence area that meet one or more of the needs of the at-risk student. Ultimately, this listing of available services will be transformed into a resource directory that will be distributed to all Providence public schools, where guidance counselors and teachers will be able to use it to help the students that they work with. The listing also serves another important purpose; cataloguing these services identifies the "gaps" in supply and thereby reveals what programs and services the city needs.

Chapter V, "The Plan: Strategies and Programs for K-12 At-Risk Students," first states the goals and objectives for reducing the number of dropouts. It then describes the three major initiatives of the Plan and strategies that will be used to carry them out.

Chapter VI, "Implementation of the Plan: The Role of the Providence Dropout Prevention Collaborative, Monitoring and Assessment of Impact, Potential Problems," first considers the role of the Collaborative and recommends the initial structural organization. It then describes how the impact of the Collaborative will be assessed and the potential problems that confront the organization.

The appendices include a list of the Plan's goals and objectives, budgets for each of the Plan's three major initiatives, copies of all three of the subcommittees' reports, and a list of the members of the Providence Dropout Prevention Collaborative.

CHAPTER II

PROVIDENCE AT-RISK STUDENTS:

Characteristics and Needs

The Characteristics of Providence's At-Risk Students

To understand and assess Providence's dropout problem, the Collaborative members and staff investigated what characterized the City's at-risk students and recent dropouts. One goal of this investigation was to develop a list of characteristics (known as indicators) that typify Providence's at risk students. Ultimately, this list of indicators could be used for two purposes.

First, the list of indicators could help teachers and administrators quickly identify the students who are most likely to drop out. Second, the list could provide important information about how to develop effective dropout prevention programs that would address the specific needs of Providence's at-risk students. Recent research has shown that too many dropout prevention programs are developed according to what national data suggests or according to what has worked in other parts of the United States. These programs are not consistently successful, the research shows, because they were not shaped by an understanding of the community's students and the forces that shape their lives. The Providence Dropout Prevention Collaborative developed its list of indicators and subsequently designed its Strategies Plan according to information gathered from the Providence community.

To develop its list of indicators, the Collaborative gathered information from the following five sources:

1) the Providence School Department records for more than 250 students who had dropped out of Providence's schools in the last three years. These records revealed important information about the students' attendance, disciplinary problems, grade retention, and academic performance;

2) a February, 1987, conference sponsored by the Collaborative that involved more than 100 people directly involved or interested in being involved with helping at-risk students. At this conference, people associated with the Providence School System (including over thirty teachers and more than a dozen senior administrators), the Providence business community, the Rhode Island legislature, community organizations, ethnic advocacy groups, substance abuse programs, career counseling services and institutions of

higher education all worked to develop a list of indicators that they felt accurately characterized at-risk students;

3) in-school interviews of over 50 students who were judged by their principals or their guidance counselors to be at-risk. These interviews were conducted by members of the Collaborative and the staff;

4) out-of-school interviews with over 40 dropouts. These interviews were conducted by staff members from the Salvation Army, the Rhode Island Urban League, Washington Park Community Center, Mt. Pleasant Tutorial, and the minority admissions officer from The University of Rhode Island; and

5) a March, 1987, document published by the Providence School Department and entitled "Collaborative Approaches to Address the Needs of the At-Risk Student." In this publication, the School Department offered a list of ten indicators that characterized at-risk students and were "supported through research data and the observations of Providence School Department staff."

From the information gathered the Collaborative recognized that characteristics were apparent in three different indicator groups: the student's family; the student's school; and the student's academic record and behavior in school.

At-Risk Students' Families

Providence's at-risk students frequently live in families with similar characteristics. The Collaborative's research revealed that Providence's at-risk students frequently

* live in families with low incomes
* have parents who had achieved little in the academic world
* have parents who set low academic goals for their children and do not highly value education
* receive limited guidance from adults in the family
* suffer from a family member's drug use or a family member's physical or sexual abuse

There is no question that in Providence, as in the rest of the United States, at-risk students often live in the city's poorest neighborhoods. Virtually all the groups and individuals the Collaborative consulted believed that low socio-economic status often characterized the at-risk student. Providence School Department administrators and a large majority of the participants in the Collaborative's

winter conference cited living in poverty as a common characteristic of the city's at-risk students. In an interim report on student retention, Rhode Island's Commissioner of Education, J. Troy Earhart, concluded that

> "(I)n general, race seems to account for less dropping out than does socioeconomic status. Young people from low income families are twice as likely to drop out as those from middle or upper socioeconomic backgrounds. Social and economic factors, then, are clearly related to the dropout problem."

Earhart's finding coincides with what many national studies and reports contend: that it is not race or ethnicity but living in poverty that is the single most common characteristic of an at-risk student. In fact, University of Wisconsin professor Gary Wehlage found that after controlling for socio-economic background, race and ethnicity are not predictors of dropping out.

Providence students living in families with low socio-economic status often have another characteristic that serves as an accurate indicator of being at-risk: they work more than 20 hours a week at part time jobs. Over 25% of the at-risk students the Collaborative interviewed worked at jobs more than 20 hours a week. This type of employment, research shows, significantly increases the chances that a student will drop out. In 1983 Robert Pallas showed that working at a regular job "increases by more than one-third the chances that a youth will drop out, compared to youngsters who are not involved in work." A year later, George Damico found that "high school students who work over 20 hours a week are considerably more likely to drop out." The Collaborative's research and national studies show that businesses in Providence must be made aware that their employment practices may be at cross-purposes with the academic achievement of their student employees.

The Collaborative's research also showed that students who are most likely to drop out of school have parents who did not themselves achieve very much in school. The Collaborative's interviews with recent dropouts revealed that only 26% lived with a mother who had graduated from high school and only 9.7% lived with a father who had earned his high school diploma. Over 60% of the at-risk students interviewed lived with at least one parent who had not finished high school. This information corroborates national research which has shown that when parents have not graduated from high school, their children are far more likely not to finish high school. In a 1980 study Hill and Stafford concluded that "educational attainment is generally not high

within dropouts' families; parents as well as older siblings of dropouts are more likely than not to have dropped out of school themselves."

The parents of Providence's high risk students usually have a low opinion of the value of education and have set low academic goals for their children. Participants in the February conference listed as one characteristic of the at-risk student "a family that has a low assessment of the value of education." The March 1987 Providence School Department report cited as one of the ten most reliable indicators for identifying at-risk students "low expectation level on part of significant adults who interact with student on a regular basis." Perhaps more important, Providence's at-risk students frequently believed that their parents would not object if they dropped out of school.

The Collaborative's interviews with at-risk students revealed that most at-risk students believed that their parents would not strongly object if they dropped out of high school. 73% of the middle school students interviewed believed that their parents would be either supportive of or undecided about their decision to dropout of school. 40% of the high school students questioned believed that their parents would either support such a decision or would recognize that it was the student's decision to make. Participants in the Collaborative's February conference repeatedly cited parents' low interest in their children's education as an important indicator for identifying an at-risk student. The Providence School Department made the same conclusion. In its March, 1987, report "Collaborative Approaches to Address the Needs of the At-Risk Student," the School Department declared that a "lack of academic orientation in the home" was one of the ten most reliable indicators of the at-risk student.

National studies have shown that an at-risk student frequently has "an unsatisfactory relationship with his family" According to Les Cervante's statistical study, the at-risk student's family is "less solid, less influenced by a father figure, less likely to interact in leisure activities, and less able to communicate than the graduate's family." The participants in the Collaborative's February conference also belived that poor and distant family relationships were typical for at-risk students. According to these participants, at-risk students frequently live in unstable families or families where there has been a sudden change in the family structure through divorce, separation, or the addition of a new adult to the household. This instability significantly affects the students' decisions about staying in school. Moreover, Providence students themselves gave proof that problems in home indeed seriously hampered their academic progress.

The students judged to be at-risk and interviewed by the Collaborative cited "family/home life" as the second most important issue affecting their decision to stay in school: "family/home life" was perceived to have greater impact on academic progress than "discipline problems," "feelings of alienation," "pregnancy," and "grades." In answering a question about the incidence of alcohol, drug addiction, and physical abuse in their families, these at-risk students revealed information that offers significant insight to why these students may be at risk and, specifically, why "family/home life" may be so important in their decision to stay in or drop out of high school. Asked "Is there a history of alcohol, drug addiction, or abuse or any sort in your family?" these students offered the following responses:

My mother died of an overdose.
My father was deported for dealing drugs
My father is drunk all the time.
My father abused us, so Mom stabbed him.
My mother was abused by my sister's father
My dad forced my mom to rob for him
My father raped all seven of my momma's girls.

At-Risk Students' Schools

National research clearly demonstrates that students are frequently at-risk if they attend schools with certain characteristics. The characteristics of the schools are:

* a large enrollment and large individual classes
* an enrollment with a large percentage of minority students
* a discipline system that is perceived to be ineffective, capricious, and harsh
* a curriculum that is inflexible and does not address the specific needs or interests of the students
* teachers who have low expectations of their students and are perceived to be uninterested, unsympathetic, or hostile towards their students.

The Collaborative's research and interviews showed that when they attended schools with some of the characteristics noted above, Providence students, like students across the United States, were often at-risk.

The literature that examines America's dropout problem states this simple correlation: when schools and classes are large, the number of at-risk students is high. Large schools and big classes spawn an impersonality that yields a high

dropout rate and a large number of at-risk students. In "Can We Help," Columbia University's Dale Mann has cogently stated this:

> "There is no substitute for adults knowing young people by name, asking about their lives, assigning homework, grading homework, and returning homework. One consequence is that the institution cannot be very large and the pupil-teacher ratio has to be lower than typically found [if it is to reduce its dropout rate.]"

Those involved with the Providence Schools believe that Providence's young people are far more likely to be at-risk or to drop out of school if they attend a large school and are in classes with many students. Participants in the Collaborative's winter conference almost unanimously expressed a belief that Providence's at-risk students attend large schools with large classes. In "Collaborative Approaches to Help the At-Risk Student, Providence School Department administrators also characterized Providence's typical at-risk student as one who went to a large school and was instructed in large classes. The dropouts the Collaborative interviewed often cited the impersonal quality of their school as a major factor in their decision to leave school early. 40% of the at-risk students the Collaborative interviewed indicated that their sense of alienation and the lack of a close, personal relationship with school staff increased the likelihood that they would drop out.

Across the United States, students from a racial or ethnic minority drop out far more frequently than do students from a majority background. Consequently, some educators identify at-risk students by examining race or ethnicity. In Providence, such a technique would not work. In Providence, minority students drop out at approximately the same rate as do non-minority students. Providence's dropout rate is 48% and Black, Hispanic, Southeast Asian, and white students all drop out at a rate within 5% of the system wide average. Although participants in the Collaborative's winter conference suggested that at-risk students often were confronted with "teachers unprepared to interact with a culture that is new to them," the at-risk students and the dropouts interviewed did not express consistent concern that they were discriminated against and the dropout statistics do not indicate that students from a minority background leave school any more frequently than do students from a majority background.

Providence Schools have undergone a tremendous increase in the number of minority students in the last ten years. The percentage of minority students has increased from 35% to 55% since 1977. In the last ten years, the percentage of Hispanic students has increased from 6% to 18% and the

percentage of Southeast Asian students has increased from 1% to 11%. These dramatic increases call for careful consideration by the School Department in order to insure that Providence's schools remain non-discriminatory.

Many of Providence's at-risk students perceive the Providence School Department's discipline code to be capricious and harsh and potentially a barrier to their graduation. A recent needs assessment of the Providence School Department's discipline code indicated that students were unclear about several parts of the code. More importantly, only 54% of the students surveyed felt that the school rules were fair. (Teachers, also, had a fairly negative view of discipline policy. Many of the teachers interviewed for the needs assessment saw the lack of clear, firm, and consistent school rules as the single greatest barrier to effective discipline.) Certainly, such perceptions explain why some of the at-risk students interviewed felt that the School Department's discipline code was capricious and might reduce their chances of graduating from high school.

Responding to questions of the Collaborative's staff, at-risk students frequently cited "school rules" and "discipline matters" as issues that would affect their decision to stay in school. Only teachers, home situation, and grades were cited more frequently as important factors in a student's decision to stay in school. In recent years the School Department has revised and strengthened its discipline code. Dramatic increases in middle school and high school suspensions have resulted (see Chapter III). This may explain why so many at-risk students felt that the discipline matters would affect their decision to stay in school. Moreover, the recent needs assessment showed that nearly two-thirds of the students who had been suspended felt that they had not had a chance to tell their story prior to suspension. At present the Providence School Department's data collection system does not provide systematic collection of information about individual students' discipline record; thus it is impossible to know if specific disciplinary responses (i.e. suspensions, probations) have any significant correlation to the dropout problem. Because the Providence School Department needs to better understand the forces that cause students to drop out, an improved data collection system could and should gather this type of disciplinary information (see Initiative Three in Chapter V).

Many of the Providence students judged to be at-risk or who had already dropped out of school believed that their school's curriculum was boring and had little connection to the outside world. They cited curriculum as the fifth most important element in their decision to stay in school. Only teachers, home life, and "rules/discipline" had more weight than curriculum. Participants in the Collaborative's winter

conference (33% of whom were teachers) also believed that some at-risk students and dropouts were bored by their academic work. According to these conference-goers, "putting students into appropriate courses" and increasing and diversifying the courses offered would reduce the number of students who drop out of the Providence school system.

Such sentiments echo national findings. Again and again, the literature about America's dropout problem shows that at-risk students and dropouts believe that their school's curriculum is boring and irrelevant. Successful dropout prevention programs usually provide an individualized (by student and by school location) and "relevant" curriculum. Gary Wehlage contends that in the successful dropout prevention programs he visited, "the curriculum was non-traditional, with 'real-life' examples and problems used and teaching individualized. A major focus of the program encouraged students to have experiences outside the school, such as working in day care centers." In these successful programs, the class was small and the teachers had the authority to run the program as they saw fit. Wehlage also argues for "programs based on the goal of adolescent social development". He contends that prescribing instruction in skills is precisely what at-risk students do not need. At-risk students, he argues, need "coping skills". "These include self-management skills involving control of aggression, ability to reconcile conflicting demands, and adaptiveness to authority. Also part of the coping skills package are abstract thinking ability, problem-solving skills, and frame of reference flexibility. These suggest broad developmental characteristics that people must acquire to be successful not only at work but also in their personal lives as they interact socially with a range of people and institutions."

Providence's at-risk students and dropouts were frequently characterized as having few or no significant personal relationships with teachers. According to the at-risk students and dropouts interviewed, teachers are the single most important factor in influencing a student's decision about staying in or dropping out of school. Overwhelmingly, the students the Collaborative interviewed said that teachers were what kept them in school or drove them out of school. National research, of course, corroborates this. Students who find an adult advocate, mentor, or confidante very often graduate from high school; students who establish no significant relationship with an adult at school very often drop out. The Collaborative found, for example, that over 80% of the dropout interviewed did not discuss their decision to leave school with any adult in their school. Such a finding argues strongly that a common characteristic of the at-risk student is little interaction with teachers.

At-Risk Students' Experiences and Behavior in School

Providence's at-risk students are frequently typified by a set of indicators relating to the students' performance and experiences in school (see Chart II-One). These descriptive characteristics include:

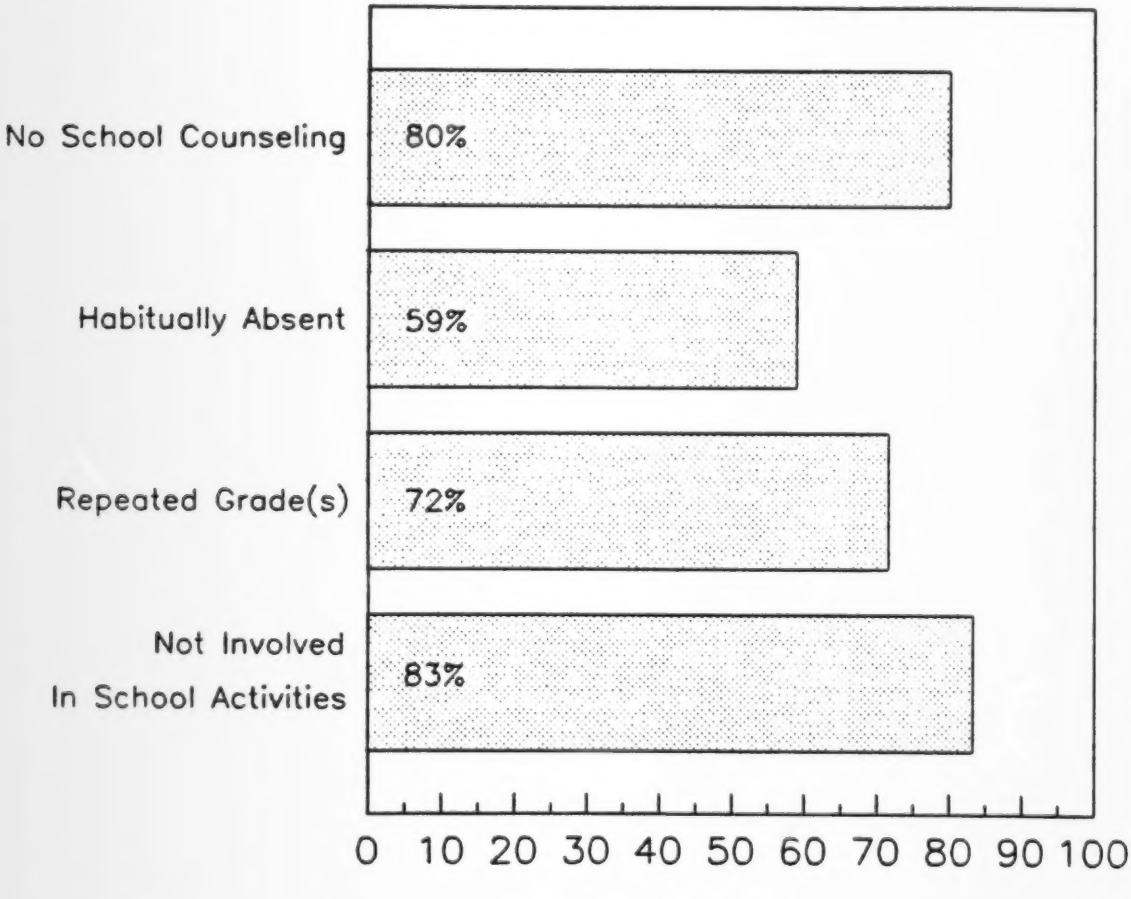
* being retained in grade
* receiving poor grades
* chronic unexcused absence from classes
* lack of involvement in school activities
* general sense of alienation from their school
* not receiving any significant counseling from school guidance counselors or teachers

In Providence one of the most common characteristics of at-risk students and recent dropouts is that they were forced to repeat at least one grade of school. The Providence School Department's records for 250 students who recently dropped out of Providence schools reveal that 71.6% of them had repeated at least one grade. Of this 71.6%, more than half (37.8%) had repeated more than one grade. The Collaborative's interviews with students who had dropped out also showed that a great majority of the students had dropped out had failed a grade. Of the 42 students interviewed, exactly two-thirds had repeated at least one grade. Further substantiating the belief that having been retained in a grade usually characterizes at-risk students, the Providence School Department, in its list of "Indicators of the At-Risk Student," named as its first and most reliable indicator "Behind in Grade." National research shows that being retained in grade characterizes dropouts and at-risk students throughout the United States; the embarrassment of being older than other classmates and the resulting sense of failure lead many young people to drop out of school.

Poor grades also frequently characterize Providence's at-risk students. The dropouts who were interviewed cited "grades" as the second most important factor in their decision to leave school. Certainly, there is important correlation between this information and the very high incidence of grade retention among dropouts. Yet, the records of the students who did not graduate refute the notion that dropouts, according to system wide testing, are from the lowest ranks of academic ability. The records of the 150 Providence students who dropped out while they were in high school (9th-12th grades) reveal that most of these students scored not in the bottom of the results but in the middle. Dropouts were only very slightly over-represented in the bottom fifth of the test results; 23.8% of the dropouts tested in the bottom 20% of the school wide results. Most dropouts tested in the middle third of the entire school population; 46.3% scored between 33.3% and 66.7%. This indicates that it is poor grades, not limited ability, that

Chart II-One

In-School Experiences Of Dropouts and At-Risk Students



Source: Providence Dropout Prevention Collaborative Interviews
And Providence School Department Student Records

characterize a dropout. The importance of such a finding is hard to underestimate. At the very least, this information underscores the need for dropout prevention programs that not only tutor at-risk students but also address the out of school problems that apparently block the academic success of these students.

Another common characteristic of Providence's recent dropouts and at-risk students is chronic unexcused absences. According to the records of the 250 dropouts, 58.9% were habitually absent without excuse. Attendance also posed a major problem to the dropouts the Collaborative interviewed. When asked what factors influenced their decision to leave school, dropouts frequently mentioned absence problems. The Providence School Department's publication on indicators listed absences as its second most common characteristic of at-risk students, and the participants at the Collaborative's winter conference also believed that excessive absences usually typify the at-risk student.

A sense of alienation from school characterizes many Providence youth who leave school without graduating. The interviews with students who dropped out strongly showed a lack of identification with school. 83.3% of the dropouts interviewed were not involved in any extra-curricular activity and a third claimed that they felt they "didn't belong" at their school. Very few of these students had established a meaningful counseling relationship with a member of the school staff. Over 80% of the dropouts interviewed did not receive any counseling from school staff and only 20% talked with a guidance counselor before leaving school. Although the School Department's records do not include information about how a student feels about school, the School Department administrators, in their list of indicators, also felt that "poor school relationships" and "lack of identification with the school" typified at-risk students. As discussed in the preceding section, students who graduate from high school often establish personal relationships with school staff who provide advice and assistance; students who drop out of school often do not have this type of relationship with an adult at school. In reducing the number of dropouts, there is simply no way to underestimate the importance of teachers.

The Needs of Providence's At-Risk Students

In assessing the needs of Providence's at-risk students, the Collaborative realized that most at-risk students face a number of serious problems and have a number of significant

needs. In an unpublished study of Providence's recent dropouts, the Collaborative's senior research associate found that a large majority of Providence's recent dropouts had problems in several areas of their life, including academic problems, personal problems, and family problems. This research mirrors a study of Columbia University's Dale Mann who found that most of America's dropouts do not leave school for a single reason but rather for a nest of difficult problems. Mann writes:

> The singular outcome-- not finishing high school-- is in fact a nest of problems... [Schools] must accept the multiplicity of causes. Most kids quit because of the compounded impact of being poor, growing up in a broken home, having been held back in fourth grade, and, finally, having slugged Mr. Fairlee, the school's legendary vice principal for enforcement.

One conclusion of the Collaborative's research study is clear: an effective dropout prevention program must seek to address more than a single problem facing an at-risk student. Another conclusion is equally clear: an effective dropout prevention program must provide effective counseling and case management.

Because they face several problems, most at-risk students need an adult to provide counseling and case management. Over the last decade, the need for personalized counseling has increased. Strong sociological forces have dramatically reduced the guidance that many parents once were able to provide for their children. Since 1973, budget cuts have reduced by more than 50% the number of guidance counselors who work in Providence schools. The effect of all these changes is clear: Providence's at-risk students do not get the guidance that they need. Providence's at-risk students need an adult to function as a mentor insures that they get all the different types of assistance that they need. A student who is being abused at home will receive only limited assistance from a program designed only to improve academic skills. A student who cannot read will need more than an effective drug abuse prevention program. The Collaborative recognizes that a truly effective comprehensive dropout prevention program must offer services in at least the following six areas:

*academic performance
* family life
* self esteem
* employment and career guidance
* health, pregnancy, parenting, and sexual information
* recreation and non-academic interests

Specific Areas of Need

Academic performance: As noted earlier, a lack of academic success is an extremely common characteristic of the future dropout. Over 70% of 250 recent dropouts had failed at least one grade. Of the 60 at-risk students interviewed by the Collaborative, more than 60% had failed a grade. Moreover, the at-risk students interviewed claimed that the grades they got would be a major factor in their decision to stay in or leave school. Surely, the sense of failure and the diminished self-esteem caused by failing or doing poorly in school encourage many students to drop out. Thus the need for effective, personalized academic tutoring for Providence's at-risk students is undeniable. Moreover, recent studies have shown that academic assistance should be offered to students of all ages. Research shows that by third or fourth grade most students have developed the habits and patterns that will cause them to be successful or to fail in school. The Ypsilanti study as well as studies in Harlem and South Chicago have proven that early intervention is extraordinarily effective in reducing the numbers of students who drop out of school.

Family life: The adults who work with Providence's at-risk students repeatedly expressed the belief that these students were being hindered by their situation at home. At home, drug abuse, lack of guidance, lack of role models, lack of interest in academics all hindered many students' progress. These students would thus benefit from counseling that would involve their parents, attempt to encourage the parents to provide the support and interest the students need. If parents were unable or unwilling to join in such counseling, at-risk students would benefit just from discussing and describing the problems at home that deter their progress in school.

Self-esteem: Collaborative's research demonstrated that at-risk students also frequently need counseling that will improve their self image. At the Collaborative's spring conference, participants almost unanimously expressed a belief that at-risk students have low self-esteem. The Providence School Department's list of indicators also cites "low self-image" as one of the ten most common and accurate characteristics that typify at-risk students. Also, close to 40% of the at-risk students the Collaborative interviewed felt that they did not belong in their school. This diminished sense of self worth makes many students that much more likely to drop out; low self-esteem reduces children's goals and lessens the probability that they will accomplish what they could. Moreover, there is a great need for self-esteem counseling in Providence. Changes within family structure and the reduction of the number of guidance

counselors in Providence schools has meant that many students are not receiving the kind of attention and advice that they need.

Employment and Career Counseling: Close to 25% of the at-risk students interviewed worked at a part time job for more than 15 hours a week, this made them far more likely to drop out of school. While part time employment can provide significant benefits to an at-risk student, few of the Providence students interviewed had jobs that provided an opportunity to learn any of the interpersonal or reasoning skills most important to quality jobs. Moreover, very few of the at-risk students had received counseling concerning the education they would need to get the job that they wanted. It is apparent that at-risk students need to be made aware of the dangers and benefits of part time employment and the educational requirements of various jobs.

Health, pregnancy, parenting, and sexual information: The Collaborative's interviews revealed that, either directly or indirectly, a number of Providence's at-risk students were affected by drug abuse. 10% of the dropouts interviewed acknowledged that pregnancy was the cause of their decision to drop out of school. Clearly, issues of health and sexuality greatly affect a sizeable number of at-risk students and must be addressed by a comprehensive dropout program.

Recreation and non-academic interests: Over 80% of the students interviewed were not involved in any after-school activities. Since these activities provide important opportunities for personal growth and increased self-image, they should be a part of a comprehensive dropout program.

Summary

The Providence Dropout Prevention Collaborative developed around the underlying notion that students who drop out do so not because they face one overwhelming problem but because they face a multiplicity of problems. Dropout prevention programs, then, must devise intervention strategies that confront the myriad problems of the at-risk student. Single, simplistic solutions won't work. What will work is a comprehensive program that addresses all of the areas discussed above and that benefits from all of the components of the Collaborative: business, education, government, and social services.

Definition of Dropouts

Because the definition of a dropout is complex and culturally sensitive, there are abundant definitions of who is and who is not a dropout, but there is no national consensus on a definition. Phi Delta Kappa's Center for Evaluation, Development, and Research recently noted that "there are at least as many different definitions of a dropout as there are school districts recording dropouts.

Certainly, so much disagreement over defining dropouts is the result of the concern about the impact such a definition has on a school system. Determining who is and who is not a dropout determines, of course, a school system's dropout rate, and that is of paramount importance in assessing school systems. Consequently, oftentimes definitions are shaped according to the goals of the definers: they use a broad definition if a new program needs funding, a narrow definition if the goal is to diminish an attack on the system's efficacy. To quote one researcher:

> Local definitions vary depending on purpose. A district that wants more money to start a program can derive a broad definition of dropouts; a similar district pressed to defend itself will produce a narrow definition.

Yet there are also legitimate reasons for such confusion and disagreement. Because there is no nationally accepted descriptive definition of a dropout, there are any number of questions that have no simple answers. For example, how many consecutive days must a student be absent before he or she is considered a dropout? Does a student need to fill out formal withdrawal forms to be considered a dropout? Does a student who leaves school before graduating but then goes on to earn a GED count as a dropout? What about a student committed to a state mental hospital or a juvenile training center?

In an effort to use the most judicious and logical definition, the Providence Dropout Prevention Collaborative decided to follow the suggestions offered in George Morrow's article, "Standardizing Practice in the Analysis of School Dropouts." This article, published in the spring 1986 edition of Teachers College Record, earned national attention and numerous educators and organizations subsequently declared their support for Morrow's suggestions for defining a dropout:

> A dropout is any student, previously enrolled in a school, who is no longer actively enrolled as indicated by fifteen days of consecutive unexcused absence, who has not satisfied local

standards for graduation, and for whom no formal request has been received signifying enrollment in another state-licensed educational institution. A student death is not tallied as a dropout. The designation of dropout can be removed by proof of enrollment in a state-licensed educational institution or by presentation of an approved high school graduation certificate.

Building on Morrow's suggestions, members of the Collaborative developed a preliminary definition which was then reviewed by the principals of Providence's schools and senior administrators of the Providence School Department. The following definition, which will be utilized as the basis for a new information system data base in the Providence Schools system, was subsequently approved and accepted:

A dropout is any student:

* previously, but no longer, enrolled in a school:
* formally withdrawn from school prior to graduation and indicating that he/she does not intend to enroll in another school;
* no longer actively enrolled as indicated by 40 days of consecutive, unexcused absence, as confirmed by School Department records;
* who has not satisfied local standards for graduation; and
* for whom no formal request has been received signifying enrollment in another state-licensed educational institution either in Rhode Island or another state.

A student death is not tallied as a dropout.

The designation of dropout can be removed by proof of enrollment in a state-licensed educational institution, or by presentation of an approved high school graduation certificate.

This definition establishes clear and stringent guidelines for counting dropouts.

By providing a definition of a dropout that received broad approval, the Collaborative has prepared the way for significant progress in the effort to reduce Providence's dropout rate. The definition allowed for a precise and incontrovertible assessment of the City's dropout rate. This is critically important. In New York City no one has agreed on what constitutes a dropout. Consequently, the New York City School Board asserts the dropout rate is 33%, the Mayor's Office acknowledges it is 43%, and ASPIRA publishes documents showing that, for Hispanic youth, the dropout rate is 77%. These differences keep the dropout debate mired in arguments over rate, and plans for keeping more students in

New York City Schools receive much less attention than they need. The formulation of and the acceptance of a formal definition of a dropout also allowed the Collaborative to begin to establish a revised data collection system that will allow the School Department to collect uniform and more extensive information about Providence's dropouts. Having defined who is a dropout, the Collaborative was able to move on to the more critical task of identifying potential dropouts and designing programs to help them graduate from high school.

CHAPTER III

PROVIDENCE SCHOOL POLICIES AND PROCEDURES:

Changes in Structure and the Data Collection System for Dropout Prevention

This chapter of the plan examines policies and internal organizational structures of the Providence School Department that may affect at-risk students' chances of graduating. In particular, this chapter will focus on policies and structures that impact on the following five areas:

Policy Area 1: discipline
Policy Area 2: retention in grade
Policy Area 3: counseling and human services
Policy Area 4: academic and extra-curricular programs
Policy Area 5: data collection system

In general, the focus of the Collaborative has been to develop and support programs that address the out-of-school problems of at-risk students. Nevertheless, considerable recent research has revealed that policies and internal structures of schools often have considerable impact on at-risk students.

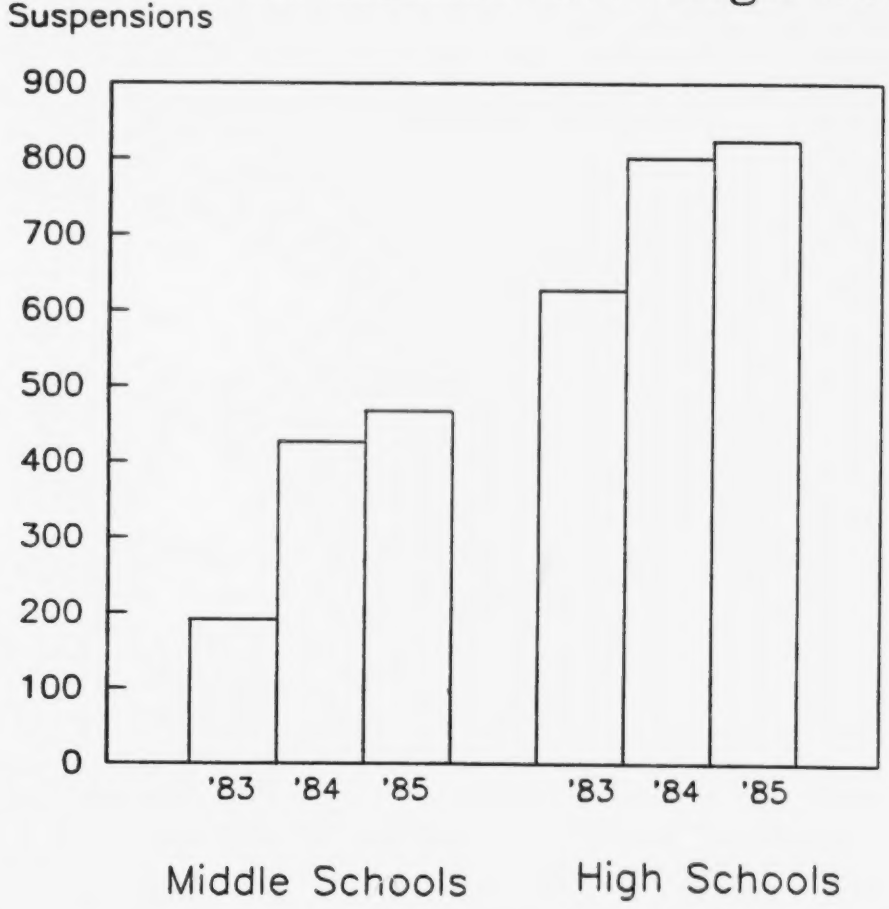
Policy Area 1: Discipline

Matters of discipline strongly influence at-risk students' decision to stay in school. Interviews with 50 Providence students judged to be at-risk and 50 students who in the last two years had dropped out of Providence schools substantiate this; these 100 students cited discipline as one of the most influential factors in their decision to stay in or leave school. While two recent studies have shown the Providence discipline system to be relatively fair and effective, there appear to be two policy areas that may be adversely affecting at-risk students. These two policy areas involve suspensions and disciplinary responses to middle school students who continually misbehave. Policy revisions in these areas could increase the number of at-risk students who graduate from Providence's schools.

A) SUSPENSIONS: Over the last three years there has been a significant rise in the number of student suspensions in the Providence's schools. In 1984, Providence schools gave out 839 suspensions, each ranging from three to ten days. Two years later, the schools administered 1345 suspensions, an increase of 506 suspensions and 62.3% (see Chart III-One).

Chart III-One

Suspensions in Middle and High Schools



Source: Providence School Department Student Relations Office

Even more dramatic, middle school suspensions increased by 145%, from 191 to 468.

Suspensions serve an extraordinarily important function in establishing an effective learning environment, supporting teachers' efforts to teach, and making students realize that there are consequences to misbehavior. To arbitrarily reduce the number of suspensions or to eliminate suspension as a disciplinary response would jeopardize the efficacy of the school system and yield few, if any, benefits. Nevertheless, the present policies toward suspensions may be hurting at-risk students' chances of graduating from high schools.

Suspensions hurt at-risk students in two significant ways. First, a suspension deprives an at-risk student of time in the classroom, time that he or she can ill afford to lose. Second, as Michelle Fine points out in her study of Philadelphia schools, excluding a student from school sends that student a clear message: "the school community does not want you here." Such a message, even when well deserved, attacks an at-risk student's poor self esteem and generates feelings of hostility and alienation that, if allowed to increase, will strongly affect a student's decision to drop out. One possible way to mediate between the need of the school community and the need of the student is to implement in-school suspensions.

Five years ago, Providence Schools employed a classroom in many schools for the purpose of in-school suspensions. Budget cuts put an end to these rooms. The evidence gathered by the Collaborative suggests that there is now a great need for the re-institution of these rooms. The rooms used for in-school suspensions should be staffed by trained teachers who can supply basic counseling and instruction. These teachers can begin rebuilding the students' relationship to the school. By having these rooms, students, after their suspensions, could not only return to classes without being behind but also without feelings of anger or alienation.

The Oregon State Council recently published a study of 3 in-school suspension programs in Oregon public schools. Each of these programs offered academic and personal counseling to the students, and all teachers and student's understood how the system worked. Without question, the study showed that each in-school suspension program provided a significant benefit to each school that had instituted it. In Baltimore, Maryland, Stemmers Run Junior High School has also instituted a successful in-school suspension program that, according to the principal, required no additional funds.

In-school suspensions should be used for a large percentage of Providence students who are suspended; however, students who carry weapons, use drugs in school, or have assaulted someone should receive out-of-school suspensions.

Students who had been suspended would not be the only beneficiaries of this new policy. According to a cross-section of Providence School Department teachers, the single biggest impediment to effective discipline was lack of or inadequate alternative placements for disruptive students. In-school suspension would provide teachers with an important and flexible alternative punishment for disruptive students, thus making teachers more effective and their job more enjoyable. Well-behaving students would also benefit from the re-institution of in-school suspensions. A more effective discipline system insures that the students who don't cause trouble get more attention from teachers who are not burdened with unresolvable discipline problems. Finally, and not incidentally, re-instituting in-school suspensions might also significantly improve schools' ability to collect data relating to discipline.

The Collaborative's review of the records of students who had recently dropped out of Providence schools revealed a significant number of incomplete student discipline records. Very often, students' records do not reveal if they were suspended. The Collaborative examined the records of 250 students who recently dropped out of Providence Schools. Only 6% showed any discipline problems; this is statistically far fewer than there should have been and indicated that most student suspensions are not recorded. Moreover, even when discipline problems were noted, it was rarely recorded what caused the problem and what the school did to solve it. Without this information, teachers and administrators have no way of knowing what disciplinary responses help a student. More problematic, teachers have no way of knowing what is typical behavior for a student and how to respond to misbehavior. The in-school suspension program could offer additional information about discipline that would allow for more effective intervention programs and policy.

RECOMMENDATION

In-school suspension rooms should be created in all Providence high schools and middle schools. In these rooms, the goal of the staff is to provide the counseling and tutoring that will allow the suspended student to return to class emotionally and intellectually ready to continue his or her education.

Out of school suspensions should be used only for students who carry weapons, use drugs in school, or who will be charged with criminal assault.

B) DISCIPLINE POLICY TOWARDS MIDDLE SCHOOL STUDENTS WHO CONTINUALLY MISBEHAVE: At present, the policies and structures of Providence Middle schools seem to be at cross purposes with retaining a small but significant number of at-risk middle school students. These students are frequently in trouble and disciplined at school. Their misbehavior and subsequent punishment alienate them from their school and, consequently, make them at-risk. Unless the school system can find ways to break this cycle of misbehavior, punishment, and alienation, a significant number of these students will drop out.

Over the last five years, the Providence School Department has updated and strengthened its discipline policy to deal with changing times. One unanticipated outcome of the stricter discipline code has been the large increase in disciplinary action affecting middle school students. From 1984-1987 there has been a statistically significant increase in four measures of middle school discipline:

1) a 145% increase in the number of suspensions in the middle schools (from 191 in 1984 to 468 in 1986) (see Chart III-Two);

2) a 32% increase in the number of substantiated cases of truancy in the middle schools (from 94 in 1984 to 124 in 1986);

3) a 44% increase in the number of cases of middle school students referred to the Student Relations Board (from 88 in 1984 to 127 in 1986). The Student Relations Board investigates serious cases of misbehavior and determines appropriate administrative response (see Chart III-Three);

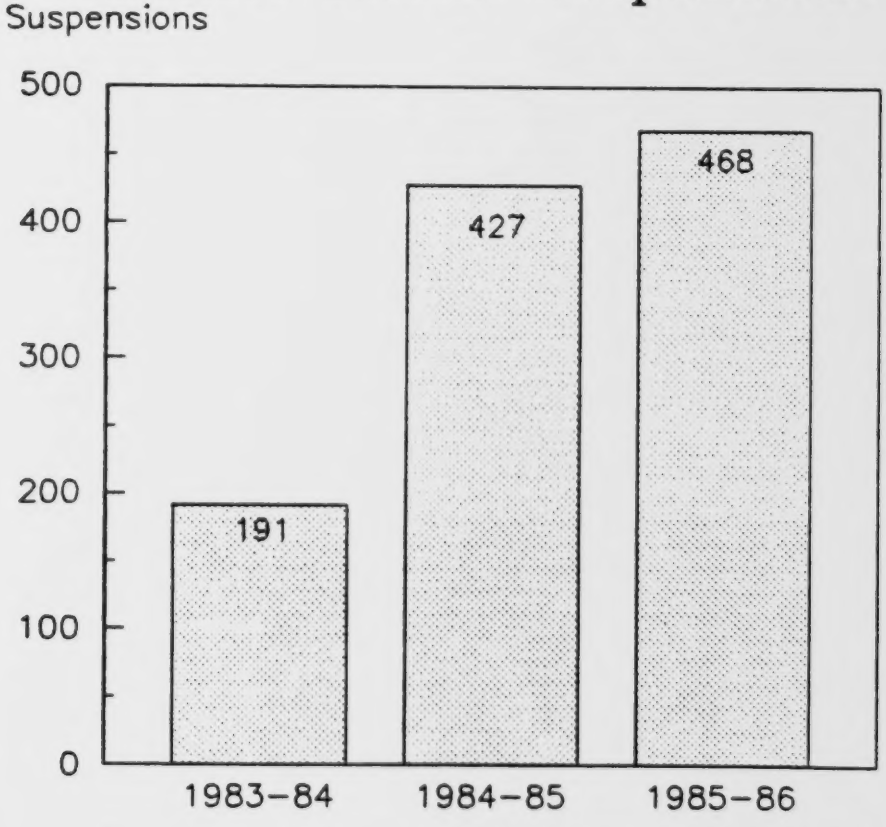
4) a 30% increase in the number of referrals of middle school students to family court (from 20 in 1984 to 26 in 1986);

The Collaborative research clearly showed that such an increase in disciplinary action will reduce the chances of graduating of many at-risk students.

One potential solution to this problem is to create a place in the school system for middle school students who are frequently in trouble. The city of Philadelphia has done this, and the results indicate that this is an effective way to insure that these students do not drop out due to disciplinary problems.

Chart III-Two

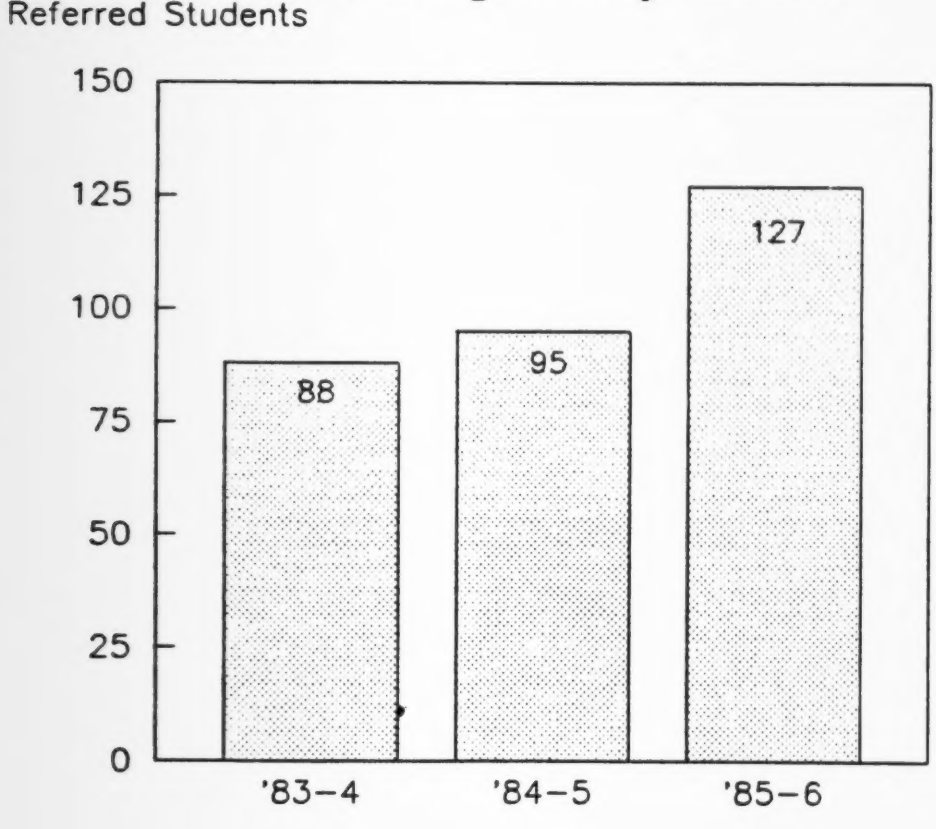
Middle School Suspensions



Source: Providence School Department Student Relations Office

Chart III-Three

Referals to the Student Relations Office For Disciplinary Action



Source: Providence School Department Student Relations Office

Philadelphia's program takes place in the Shallcross School. This is an ungraded secondary school for "chronic truants and mildly disruptive and non-conforming students" ages 12 to 16. The instructional program stresses "basic skills, development of responsibility, improvement of self image, and adjustment to regular school programs." Two counselors provide individual counseling and small group services. Counselors also work with parents in seminars. The self-contained classrooms are organized with 15 students per room. Referrals for Shallcross are made all year; students generally remain for a minimum of one year, a maximum of two. After their stay at Shallcross, students are returned to a regular school program.

The success of the Shallcross School argues for the establishment of an alternative middle school for the students who are increasingly running afoul of the Providence School's discipline system. The creation of an alternative middle school would involve considerable planning and time for implementation. Until an alternative school is available in Providence, smaller versions of the program could be established within individual middle schools, using a single classroom or a cluster of classrooms. This has been done, with great success, in several large cities, including New York and Boston. The research and the studies indicate that such a program in Providence would significantly help the middle school students involved. Additionally, the program would probably improve the general efficacy of the schools and the morale of the teachers, without significantly changing the discipline system.

RECOMMENDATION:

The Providence Public School Department should place middle school students who are involved in serious and repeated disciplinary problems in an alternative education program within individual middle schools. These programs would be tailored to the needs of these students and would work to return the students into the regular academic system in one to two years.

Policy Area 2: Retention in Grade

The Providence School System faces a profoundly difficult problem when one of its students does not satisfactorily complete a year's work. The teachers and administrators involved have to choose between only two options: passing or failing the student. Both options, research shows, reduce the chances that that student will graduate. Providence needs to develop creative and effective alternatives to the only two presently available responses of passing or failing a student.

For any school system, how to respond to a student who has failed a grade poses a difficult problem. To pass that student runs counter to fundamental ideals of education and risks miseducating students about the consequences of poor performance. More importantly, passing a student who deserves to fail does nothing to address that student's problems; it only passes him or her on to another class, where, more than likely, the same difficulties will re-surface.

But to fail that student, contrary to almost universal belief, may do more harm than simply passing the student on to the next grade. The Collaborative's interviews with over 100 dropouts and at-risk students revealed that being retained in grade had a tremendous impact on their will to remain in school. Being retained in grade dramatically diminished these students' sense of self worth and dramatically increased both their feelings of alienation from the school and their belief that school was not a place for them. Moreover, the Collaborative found that being retained in grade was the single most accurate school-based indicator for determining what typified a dropout. Examining the records of 250 recent Providence School System dropouts, the Collaborative found that being retained in grade was the most common characteristic of these former students: over 70% of these students had failed at least one grade.

Research over the last 80 years and six major literature reviews conducted in the past twelve years argue against making a student repeat a grade. In 1974, J.B. Jackson stated in "The Research Evidence on the Effects of Grade Retention," that "there is no reliable body of evidence to indicate that grade retention is more beneficial than grade promotion for students with serious academic or adjustment problems." A decade later, Holmes and Matthews concluded in "The Effects of Non-Promotion on Elementary and Junior High School Pupils: A Meta-Analysis" that "Those who continue to retain pupils at grade level do so despite cumulative research evidence showing that the potential for negative effects consistently outweighs positive outcomes." That same year, N.M. Walker, in "Elementary School Grade Retention: Avoiding Abuses Through Systematic Decision-Making," wrote "the bulk of the literature on elementary school grade retention suggests that the possibility of noxious consequences is far more likely with retention than with promotion. Until definitive research exists to support retention, it seems inadvisable to retain children at all."

Perhaps even more surprising is that repeating a grade also frequently reduced the rate of child's academic achievement. In a South Carolina study of 6,000 students, 40% of the students held back showed less learning and scored lower on standardized achievement tests after repeating the

grade than in the previous year." In a study conducted in Austin, Texas, low achieving students who were held back actually learned less the following year than equally low achieving students who were arbitrarily promoted. In this study, reading achievement increased by 1.1 of a grade equivalent among slow learners who had been promoted compared to a .8 grade equivalent among matched students who had repeated a grade. The differences were even larger in math.

It is easy to see, then, that faced with only the two options of passing or failing a low achieving student, Providence teachers and administrators have to make an unhappy choice, one that will, in all likelihood, hurt an already at-risk student. This, however, does not have to be the case. The city of Boston has designed and implemented an effective system-wide response to middle school students who fail a grade.

In Boston, the RECAP Program has been tremendously successful. It has been cited as a model dropout prevention program by the Massachusetts Department of Education and Washington's Institute for Policy Studies; it has also been featured on ABC television's "20/20." In the RECAP program, students who for reasons of truancy, illness, or academic failure have fallen behind their age-appropriate grade are given the opportunity to earn up to two grade advancements within the school year by successfully completing all of the terms of a very specific written contract that is at the heart of the program. The students must pass every subject and must be present at least 85% of the time. The program functions within the confines of regular school buildings so as not to stigmatize as "different" the students involved. A school staff member or paid parent liaison works as a "youth advocate," providing for the special needs of the students, ranging from a knock on the front door to wake a student at the right time to tutoring to referring a student to community services.

Providence once did offer an alternative for low-achieving elementary school students. In the 1970's Providence maintained a program that enrolled students who had failed first grade and provided intensive literacy training so that over the course of the next year, the low-achieving students would be prepared to enter the third grade in the following fall. While the program risked stigmatizing low achieving students by putting them all in one classroom, ultimately, the program provided an intensive experience that when completed, re-established the student's confidence and stanched any further loss of self esteem caused by being a grade behind peers.

Considering the significant damage grade retention can cause, the Providence School System needs to review policy towards grade retention. The system must establish

alternative responses to students who do not successfully complete a year.

RECOMMENDATION:

The Providence Schools should review policy towards grade retention. The system must establish alternative responses to students who do not successfully complete a year; retaining a student in grade should be a last resort.

When possible, students who fail to complete a year's satisfactorily should be placed in intensive programs that will allow them to make significant academic progress.

Policy Area 3: Guidance Counseling and Human Services

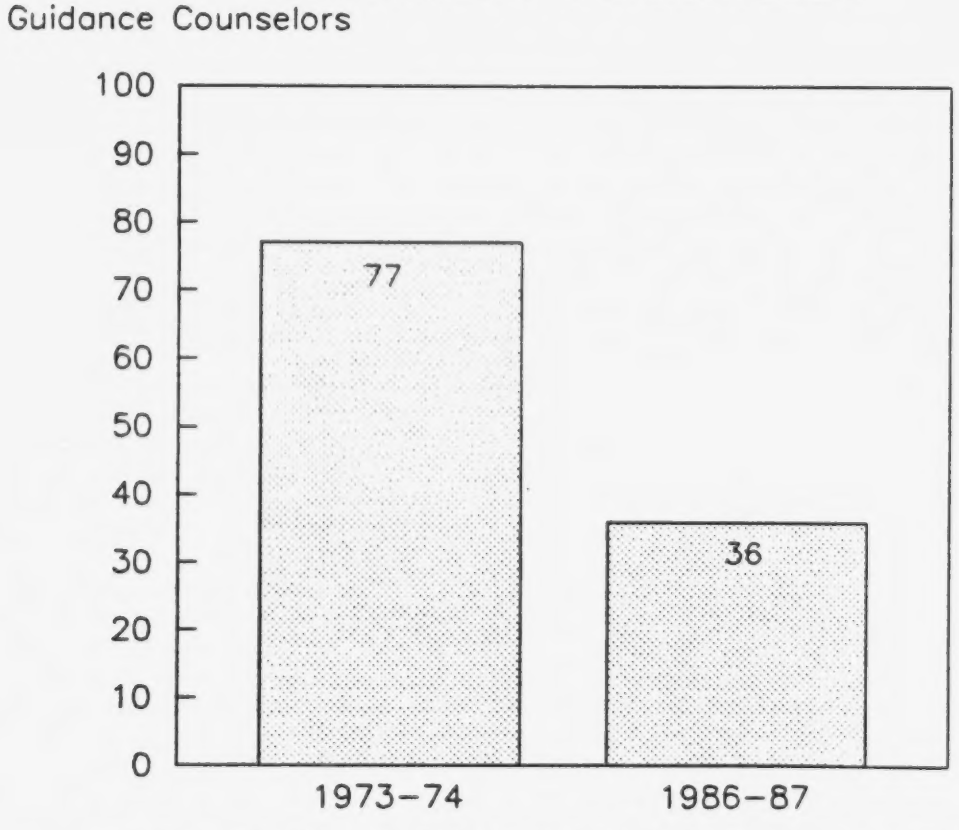
Over the last ten years, the Providence School System has been forced by financial constraints to substantially reduce the counseling and human services that it offers to students (see Chart III-Four). In the elementary schools, there are over 1,500 students for every one guidance counselor; in essence, the services of guidance counselors, social workers, and psychologists are provided only to handicapped children. In the high schools, the ratio of students to guidance counselor is somewhat better, 250:1; yet the reduced ratio only marginally improves the amount of counseling offered to the students. This is because in Providence, high school guidance counselors primarily serve as administrators. They spend far more of their time completing administrative tasks than they do talking with students.

The effect of the limited counseling services is clear: it has increased the number of students who leave Providence Schools early. Again and again, teachers, guidance counselors, and, especially, students told members of the Collaborative that increasing the availability of guidance counselors would significantly aid at-risk students. The Providence School Department needs funding to support its earlier levels of counseling and human services.

Interviews with 50 Providence students who recently dropped out revealed that only 25% of them had ever discussed leaving school early with a guidance counselor. Indeed, the overwhelming majority left school having never discussed the decision with any adult: neither school staff member nor parent. In his authoritative research on dropouts and adolescent development, University of Wisconsin professor Gary Wehlage has shown that an essential element of any effective dropout prevention program is making students believe that specific adults know about their personal lives and their personal plans and goals. When students believe

Chart III-Four

Number of Elementary and Secondary Guidance Counselors



Source: Providence School Department Personnel Office

that no adult figure in their school is aware of their plans, they are far, far more likely to drop out.

The Collaborative's research leaves no doubt: there is a substantial need for increased counseling services in Providence high schools. There must be increased personal and meaningful contact between high school students and guidance counselors. Accomplishing this will require an increase in the school department's budget. More important there needs to be a new job description and re-shaping of the job requirements of guidance counselors.

Guidance counselors must meet and offer individual guidance to at-risk students. A 1984 University of Ohio study of the Providence Schools advocated that all students meet individually with a guidance counselor at least four times a year. This recommendation must be enacted. Guidance counselors must be held responsible for guiding a specific number of at-risk students and seeing to it that they are provided with the assistance they need in order to complete their high school education.

The students in the Providence Elementary schools have similar needs. Increased human services must be provided to them. Most effective would be the creation of teams of service providers from collaborative membership. Such a team would incorporate a guidance counselor, a social worker, and a psychiatrist. Working together, the team could address the in-school and the out-of-school needs of the system's youngest students.

Providing services in this manner has worked with extraordinary success in New Haven, Connecticut. Boston Public Schools have also instituted a similar type of program for five of their middle schools: The Boston Human Services Collaborative. This Collaborative provides a vehicle for community-based city and state human service agencies to deliver services to students inside Boston's schools. Under the terms of the Boston Collaborative, each participating school appoints a staff person who convenes a planning committee to assess needs for additional services, develops a plan for delivering these services, and coordinates activities for all external agencies in the school. Participating agencies must sign a Memorandum of Agreement with each school detailing the services which they will provide. In Providence, the member agencies of the Dropout Prevention Collaborative could provide, at no additional cost, the needed additional human service professionals.

RECOMMENDATION:

The Providence School Department should substantially increase guidance services. In elementary schools, efforts

must be made to create social service teams that include school guidance counselors, family social workers, and child psychologists. These teams must work to address the personal and academic needs of at-risk students.

In middle schools and high schools, the job requirements for school guidance counselors should be reviewed. Guidance Counselors must be given the time to work with students and to be held accountable for meeting with all students at least twice a year.

Policy Area 4: Academic and Extra-Curricular Programs

At present, several policies affecting academic and extra-curricular programs are at cross purposes with furthering the education of Providence's at-risk students. Specifically, these policies fall into the following four areas:

a) the awarding of academic credit
b) the development of teaching teams
c) the establishment of a central clearing house for the placement of new students
d) the availability of buses for students interested in after-school activities

Reformulating School Department policy in each of these areas could significantly help at-risk students.

A) THE AWARDING OF ACADEMIC CREDIT: At present, Providence students earn course credits only when they successfully complete an entire year's work. Students who fail either the fall or the spring semester do not receive any course credit. If a student, for any reason, fails the fall semester of a course, he or she is then faced with the prospect of attending a course all spring in which it is impossible to earn academic credit. This policy offers little incentive to students to attend class. The policy also fails to reward students who decide at the end of a poor fall that they want to turn over a new leaf.

Repeatedly, teachers and students told the Collaborative staff that this policy needed to be revised. As a consequence the Collaborative's Subcommittee on Goals and Strategies made a general recommendation to the Providence School Committee "to redesign grading systems so that students can complete course work and receive course credit on a semester rather than an annual basis."

Initially, implementing such a policy change may require significant schedule juggling since in some courses students cannot simply be passed on to the next semester without first mastering certain skills or concepts. Consequently, "off semester" courses may have to be offered. Nevertheless, the fact that other major school districts are able to offer half year credits proves that Providence can, if the will exists, implement such a policy.

In an evaluation of one of New York's dropout prevention programs, The Public Education Association concluded that the schools involved needed to eliminate the credit giving system they were using, which was very similar to Providence's system. In its stead, the Public Evaluation Association recommended "a system of banking points towards credits, rather than a hit or miss/all or nothing approach toward credit accumulation." This supports the belief that Providence needs to revise its policy regarding the awarding of academic credit.

RECOMMENDATION:

The Providence School Department should revise its system for granting academic course credit. New policy should allow students to earn half-year credits for successfully completing a semester of work.

B) TEACHING TEAMS: Programs that create a sense of community for the students involved would help reduce the number of dropouts. The Collaborative's research as well as national research demonstrate conclusively that a major factor driving at-risk students to become dropouts is a deep feeling of alienation from school. Successful dropout prevention programs combat student alienation by creating small communities within the larger school. "Creating smallness within bigness" is how Columbia University's Dale Mann describes the central tenet of many successful dropout prevention programs.

In Providence, Hope High School's Essential Schools Program exemplifies the value and benefits of creating smallness within bigness, as does Central High School's Government and Law Magnet Program. To create the sense of community, administrators do not need to implement major restructuring of schools. Creating teams of teachers has proven to be a very effective dropout prevention strategy.

Within grades, it is relatively easy to create a team of core teachers. These teachers teach the essential subjects (e.g. English, Math, Social Studies) to a common group of students. Such a structure dramatically increases collegiality. [It is important to understand that in this

context. "team teaching" does not involve teachers teaching simultaneously in the same classroom; here, team teaching means teams of teachers sharing students and co-ordinating their efforts.] Since they teach the same students, the teachers are able to compare and trade information that quickly individualizes instruction. Another dividend of this structure is that it permits and encourages interdisciplinary teaching. For example, when he knows that his entire class is studying the Salem Witch Trials in history, an English teacher can vastly improve instruction and class discussion on The Crucible.

Team teaching works most effectively when teachers are given time each week to plan interdisciplinary lessons and trade information about individual students. To create this time, several school systems have devised programs that include all the students within a house and require minimal staffing, preferably provided by teachers not from the team.

RECOMMENDATION

The Providence School Department and individual principals should support the creation of teams of teachers who teach the same population of students. Wherever possible, administrators and principals provide weekly release time for the team members to use to confer and plan.

C) CLEARING HOUSE FOR INCOMING STUDENTS: In its final report, the Collaborative's subcommittee on student interviews made the following the first of its five recommendations:

> To develop a central clearing house (office) for new and transfer students which will provide efficient allocation of students' records and students to appropriate schools.

After interviewing 110 students who were either recent dropouts or were judged to be at risk of dropping out, the subcommittee believed that too often new students and transfer students are placed in classes that are too easy or too difficult. Also, they are frequently put in bilingual classes that they do not need. Consequently, the academic progress of these students is severely limited, and students and their teachers are faced with potential frustration. These findings substantiate the need for a clearinghouse for new student and transfer student placement.

RECOMMENDATION

The Providence School Department should establish a central clearing house that will place new and transfer students in appropriate classes. The clearing house would also be responsible for insuring that a complete set of each student's records is presented to the student's school.

D) BUSES FOR AFTER-SCHOOL ACTIVITIES: As noted in the discussion of characteristics, a sense of alienation and the belief that "school is not for me" typify the great majority of dropouts in Providence and around the United States. After school activities, be they in drama or athletics, journalism or dance, offer effective ways to counter a student's sense that "school is not for me." Friendships formed on the playing field or the stage and the sense of accomplishment garnered from winning a game or performing well in a play substantially increase a student's sense of self worth. More important, such accomplishments strengthen students' sense of belonging to the school community.

Interviewing students who had dropped out of Providence Schools, members of the Collaborative discovered that 87% of them were not involved in any school sponsored activities. In part this statistic exists because the Providence School Department does not supply transportation home for students who participate in after school activities. Students who play a sport or are involved in a drama production have to find their own way home when practice is over. For students who have been bussed out of their own community, such a requirement poses a significant hardship.

The technical nature of this problem should allow for a solution. Initially, lengthening some of the routes bringing students home immediately after school could reduce the number of buses needed (and the increased trip length might encourage students to participate in after school activities). In addition, the City of Providence could also provide public buses for this project.

RECOMMENDATION

The Providence School Department should strongly encourage students to participate in after school activities and should provide transportation home for students involved in after school activities.

Policy Area 5: Data Collection System

In researching Providence's dropout problem, the Collaborative staff discovered that the records of many students were incomplete or did not contain the information most important to understanding the characteristics and needs of at-risk students. Further problems with the Providence School Department's data collection system became apparent during the Collaborative's winter and spring conferences; at these gatherings, teachers and guidance counselors repeatedly complained that it was difficult and time consuming to get access to the available information they needed to help one of their students. The complaints about the data collection system were so frequent that the Collaborative's subcommittee on goals and objectives made the improvement of the system's data collection a major priority. From all sources, it was clear that the school system needs to increase the amount of information it stores and increase the access teachers and administrators have to this information.

In Providence's elementary schools, paper records are kept for each student. These records are not systematically maintained or formatted. Often they fail to record vital information about the student's academic or personal development. For example, if a student is retained in the first grade, his or her paper records usually do not reveal why he or she was held back, whether it was because of excessive absences, severe illness, or a reading deficiency. Yet, this is precisely the information that teachers need to provide appropriate intervention and that administrators need if they are to assess the efficacy of various programs. Moreover, Providence's at-risk students are highly mobile: often they fail a grade and then move across town, where teachers will know nothing about the students' needs and will get little information from the incomplete paper records that they receive. (Standardized test scores are not consistently included in an elementary student's file.)

When Providence's students move on to middle schools, a subset of their elementary records are passed on to their new school. The students original records are stored in one of the city's elementary schools, where they are extremely inconvenient to middle school teachers. While students are in middle and high school, computerized records are maintained. These records frequently do not include student test scores or significant information about disciplinary problems and punishments. Here again, then, the data collection system fails to provide teachers and administrators with easy access to the information that they need to develop and assess programs that will reduce the city's dropout rate. An improved and expanded data collection system could provide Providence with benefits for students, teachers, guidance counselors, and administrators

An improved data collection system could help Providence's at-risk students. An improved system would allow for an increase in the amount of information stored. Thus, teachers and guidance counselors could record and refer to information about individual student's test scores, grades, disciplinary problems, home situation, and, in general, academic progress and program. This information is absolutely vital for creating an individualized education that best serves a student. Moreover, some of this information (grades, disciplinary problems, for example) is crucial for identifying early which students are most likely to drop out of school and are therefore in need of intervention. Considerable research has shown that by the third or fourth grades, students have developed the patterns and habits that will either help them through an education or lead them to an early exit. Realizing which students are most likely to drop out before they enter middle school is crucial if a dropout rate is to be reduced.

Improving Providence's data collection system will also benefit teachers and guidance counselors. Improving the system so that there will be much easier access to important information will allow teachers and guidance counselors to be much more efficient, effective, and successful. With an improved data collection system, Providence's teachers and guidance counselors could spend their energy designing effective curriculum and instruction for at-risk students, instead of traveling around the city for incomplete information about a student.

A better data collection system would also allow administrators to assess and understand the city's dropout problem in the coming years. Because there is limited information about individual at-risk students, it is not now possible to know what kinds of programs help what kinds of students. Thus, it is hard for administrators to evaluate different dropout prevention programs. Because there is limited information about students, it will be soon be difficult to recognize changes in the at-risk population. Without this information, administrators will risk creating programs that do not address the specific needs of at-risk students and will risk being unable to do longitudinal studies of at-risk students.

RECOMMENDATION

The Providence School Department should improve and enlarge its data collection system. The Department should use the improved system to identify at-risk students as early as possible, to evaluate the city's dropout problem, and to develop dropout prevention programs. The School Department should also insure that the improvements in the system provide teachers with easy access to student information.

CHAPTER IV

THE PROVIDENCE COMMUNITY:

Existing Resources

To design the most effective and comprehensive dropout prevention program, planners must determine need (the programs that at-risk students need) and supply (the programs and resources already available in their community). Once this is done, the discrepancy between need and supply will guide program development.

Very early in the planning process, the Providence Dropout Prevention Collaborative set as a task to assess the resources that address the problems of dropouts already available in the Providence community. To gather this information, the Collaborative conducted a telephone survey, contacting each Providence school principal and requesting a list of the agencies currently providing in-school services that were relevant to dropout prevention. To gather information regarding relevant programs that were not in Providence's public schools, the Collaborative received information from the United Way, The Urban League of Rhode Island, and The Providence Journal-Bulletin. The Collaborative also consulted the Providence Yellow Pages For Youth.

After collecting all this information, the Collaborative staff divided into fifteen categories all the organizations that offer some sort of help to at-risk students. These fifteen categories of organizations were

Businesses*
Community Centers
Community Service Organizations
Counseling Agencies
Educational Agencies
Educational Institutions
Employment Agencies
Ethnic Advocacy and Cultural Agencies
Health Care and Drug Counseling Agencies
Housing Agencies
Judicial and Preventative Services
Pregnancy and Parenting Agencies
Recreation Agencies
Religious Organizations
Social Service Agencies

Using these categories of organizations, the Collaborative staff then listed all the programs that help at-risk students. In this listing, programs that operated in a

school were separated from programs operating outside of schools. Listed in the "business" category were companies involved in Providence's Adopt-A-School program and/or the Greater Providence Chamber of Commerce's education division known as Education Rhode Island. This listing clearly revealed what organizations and what types of organizations were involved in helping Providence's at-risk students. The listing read:

1. BUSINESSES

   A. Already Operating Directly in Providence Schools

      AT&T
      Bank of New England
      Butler Hospital
      Citizens Bank
      Ernst and Whinney Accountants
      Federal Products
      Fleet Bank
      General Electric
      Greater Providence Chamber of Commerce
      Hospital Trust Bank
      Kidder, Peabody
      Marriott Hotel
      Mental Health, Retardation, and Hospital
      Miriam Hospital
      Narragansett Electric
      NASA
      New England Telephone
      Police and Fire Departments of Providence
      Providence Gas
      Providence Journal-Bulletin Newspaper
      Rhode Island Group Health
      Roberts and Carrolls Law Firm
      St. Joseph's Hospital
      Tucker, Anthony, R.L. Day
      Women's and Infants Hospital

2. COMMUNITY CENTERS

   A. Already operating directly in Providence Schools:

      Chad Sun Community Center
      DaVinci Community Center
      Elmwood Community Center
      Federal Hill Community Center
      Hartford Park Community Center
      Jewish Community Center
      John Hope Settlement House
      Joslin Multi-Service Center
      Nickerson Community Center

(continued on next page)

Silver Lake Annex Center
Smith Hill Center
Washington Park Community Center
West End Community Center

B. Not operating directly in Providence Schools:

None

3. COMMUNITY SERVICE ORGANIZATIONS

A. Already Operating Directly in Providence Schools:

None

B. Not Operating Directly in Providence Schools:

Elks Lodge #2337
Kiwanis
Knights of Columbus
Lions Club
Rotary Club of Providence

4. COUNSELING AGENCIES

A. Already Operating Directly in Providence Schools:

Friends, Family, and Services
Opportunities Industrialization Center (O.I.C.)

B. Not Operating Directly in Providence Schools:

Legal Aid
National Runaway Hotline
New Routes
Rhode Island Child Abuse Hotline
Rhode Island Legal Services
Rhode Island Rape Crisis
Rhode Island Protection and Advocacy Services
Rhode Island Youth Guidance Center
The Samaritans

5. EDUCATIONAL AGENCIES

A. Already Operating Directly in Providence Schools:

Chapter 1
Elmwood Tutorial
Joslin Junction Tutorial
Lippitt Hill Tutorial
(continued on next page)

Mt. Pleasant Tutorial
Opportunities Industrialization Center
Providence School Volunteers
Silver Lake Tutorial
South Providence Tutorial
University of Rhode Island/Providence School Department Partnership Program
Upward Bound Project
Volunteers in Action
Federal Hill Tutorial

B. Not Operating Directly in Providence Schools:

Educational Opportunities Center
International Institution: Education Division
Urban Education Center
The Urban League of Rhode Island

6. EDUCATIONAL INSTITUTIONS

A. Already Operating Directly in Providence Schools:

Brown University
Providence College
Rhode Island College
University of Rhode Island
Wheeler School

7. EMPLOYMENT AGENCIES

A. Already Operating Directly in Providence Schools:

Greater Providence Chamber of Commerce Foundation: Jobs for Youth Program

B. Not Operating Directly in Providence Schools:

Catholic Social Services
East Side Community Action Program
Governor's Summer Job Program
Job Link
Jobs for Progress
JPTA
Project Persona
Providence-Cranston Job Training Partnership

8. ETHNIC ADVOCACY AND CULTURAL AGENCIES

A. Already Operating Directly in Providence Schools:

None

B. Not Directly Operating in Providence Schools:

ABLE (South East Asian Program)
Hispanic Pro-education Committee
Providence Refugee Program

9. HEALTH CARE AND DRUG COUNSELING AGENCIES

A. Already Operating Directly in Providence Schools:

Providence Ambulatory Health
Rhode Island Hospital
Women and Infants Hospital
Smith Hill Center

B. Not Directly Operating in Providence Schools:

Al-A-Teen/Al-Anon
Anorexia and Bilemic Society of Rhode Island
Division of Substance Abuse
Mental Health Association of Rhode Island
Narcotics Anonymous
Overeaters Anonymous
Tel-Med Tapes (Medical Advice Tapes)
Department of Human Services Division of Substance Abuse Students Assistance Program

10. HOUSING

A. Already Directly Operating in Providence Schools:

None

B. Not Directly Operating in Providence Schools:

Providence Housing Authority
Roger Williams Project
SWAP
Wiggins Village
Women's Development Corporation

11. JUDICIAL AND PREVENTATIVE SERVICES

A. Already operating programs in Providence Schools:

None

B. Not operating programs in Providence Schools:

Legal Aid
Rhode Island Legal Services
Rhode Island Protection and Advocacy Services

12. PREGNANCY AND PARENTING AGENCIES

A. Already operating programs in Providence Schools:

Providence Ambulatory Health Care
Women and Infants Hospital ("New Directions")

B. Not Directly Operating in Providence Schools:

Planned Parenthood of Rhode Island
Problem Pregnancy of Rhode Island
Rape Crisis Hotline

13. RECREATION AGENCIES

A. Already Operating Directly in Providence Schools:

Boy Scouts of Rhode Island
Boys Club of Providence
Danforth Recreation Center
4-H Program
Olneyville Boys Club
Southside Boys Club
Wansauch Boys and Girls Clubs

B. Not Directly Operating in Providence Schools:

Camp Fire Girls Inc.
Catholic Youth Organization
Girl Scouts of Rhode Island
Providence Girls Club
YMCA of Greater Providence
YWCA of Rhode Island

14. RELIGIOUS ORGANIZATIONS

A. Already operating directly in Providence Schools:

Black Ministers' Alliance

B. Not operating programs in Providence Schools:

none

15. SOCIAL SERVICE AGENCIES

A. Already Operating Directly in Providence Schools:

Salvation Army
The Urban League of Rhode Island

B. Not Operating Directly in Providence Schools:

Big Brothers of Rhode Island
Big Sisters of Rhode Island
Rhode Island Urban Project
United Way

16. MISCELLANEOUS

A. Already Operating Directly in Providence Schools:

National School Volunteers Program
Rhode Island Council of the Arts
Rhode Island Foundation

The benefit of the above list is that is shows clearly what types of organizations are and are not involved in dropout prevention. The problem with the above list is that it does not show what kinds of programs are offered; the above list does not reveal if there are many drug abuse programs and no tutoring programs or whether there are few pregnancy prevention counseling services and a wealth of after school recreation programs. Consequently, it is impossible to know if the needs of Providence's at-risk students identified in the second chapter of this report are being met. Therefore, the above listing was re-organized, this time according to the kind of service an agency offered. Services were divided into the following nine categories:

Code # 01: Tutoring/Educational Services
02: Recreation Programs
03: Personal/Emotional Counseling
04: Physical/Sexual Abuse
05: Drug/Alcohol Counseling
06: Employment Programs/Career Counseling
07: Pregnancy/Parenting/Sex Information
08: Nutrition/Health
09: Legal Services

A listing of the programs using these categories provided the following matrix:

Code# 01: Tutoring/Educational Services (20)

Agencies:		
	Brown University	Nickerson Comm. Ctr.
	Chad Ad Sun Comm. Ctr.	Providence College
	DaVinci Tutorial Ctr.	Rhode Island College
	Educ. Opportunity Ctr.	Mt. Pleasant Tutorial
	Elmwood Tutorial/Comm. Ctr.	South Prov. Tutorial
	Federal Hill Tutorial	Urban Education Ctr.
	Hartford Park Comm. Ctr.	Urban League of RI
	Lippitt Hill Tutorial	Wheeler School
	Urban League of RI	University of RI
	Boys & Girl's Club	Silver Lake Tutorial

Code# 02: Recreation Programs (12)

Agencies:		
	Catholic Youth Organiz.	Silver Lake Comm. Ctr.
	Chad Ad Sun Comm. Ctr.	Smith Hill Comm. Ctr.
	Hartford Park Comm. Ctr.	Jewish Comm. Ctr.
	Washington Park Comm. Ctr.	Urban League of RI
	John Hope Settlement House	YMCA of Greater Prov.
	Joslin Multi-Service Ctr.	YWCA of Greater Prov.
	Boys & Girl's Club	

Code# 03: Personal/Emotional Counseling (7)

Agencies:		
	Catholic Social Service	DaVinci Ctr.
	Federal Hill House	Silver Lake Ctr.
	RI Rape Crisis Ctr.	Providence Ctr.
	Opportunities Industrialization Ctr.	

Code# 04: Physical/Sexual Abuse (2)

Agencies: RI Rape Crisis Ctr.
RI Youth Guidance Ctr.

Code# 05: Drug/Alcohol Counseling (9)

Agencies: Alateen
Capitol Hill Interaction Council
Chad Ad Sun Comm. Ctr.
Family Counseling Alcoholism Unit (RI Family Court)
Joslin Multi-Service Center

(continued on next page)

Junction Human Service Corporation
Marathon House, Inc.
Minority Alcoholism Program
RI Student Assistance Services

Code# 06: Employment Programs/Career Counseling (12)

Agencies:	Boy Scouts Explorer Prog.	DaVinci Ctr. Tutorial
	Federal Hill House	Job Link
	SER-Jobs for Progress	JPTA
	University of RI	Volunteers In Action

Greater Prov. Chamber of Commerce
International Institute Education Division
Prov./Cranston Job Training Program
Rhode Island College (Project Upward Bound)

Code# 07: Pregnancy/Parenting/Sex Information (6)

Agencies:	Catholic Social Services	Planned Parenthood of RI
	Problem Pregnancy of RI	RI Rape Crisis Ctr.

Prov. Ambulatory Health Care
Women & Infants Hospital

Code# 08: Nutrition/Health (4)

Agencies: Anorexia/Bulemia Association of RI
Lippitt Hill Tutorial
Tel-Med Tape
Boys & Girl's Club

Code# 09: Legal Services (2)

Agencies: RI Legal Services
RI Protection and Advocacy Services

Descriptions of these programs and the agencies that provide them will be published in a resource directory that will be distributed to all Providence schools; guidance counselors, teachers and administrators will be able to use the directory as a valuable resource. Publication of the directory will be through the generosity of the Providence Journal Foundation, the Providence Education Fund and Metropolitan Life Insurance Company.

The descriptions that the Collaborative gathered reveal some major gaps in the provision of the services that Providence's at-risk students need. For example, the descriptions reveal a wealth of tutoring and recreation programs, but a very limited supply of programs that provide personal counseling for at-risk students. Yet the need for this kind of assistance is greater than ever. Strong sociological forces have reduced the amount of guidance that Providence's students now receive from their parents. Budget cuts have forced the Providence School Department to reduce by more than half the number of guidance counselors now working in Providence schools.

At-risk students frequently face a nest of interconnected problems. Consequently, they need an adult who can provide an objective overview of the problems and see to it that all of them are addressed. Almost no programs in the directory are comprehensive and attempt to provide effective counseling and case management for the at-risk student. Instead, almost all programs address problems in one part of a student's life and leave it up to the student to find the other assistance that he or she needs. The need is for a program which can "put the pieces together", not just the bit that involves an "F" in English or an alcoholic mother. Such a program should include a comprehensive case management approach.

The descriptions that follow reveal Providence's current resources, but they also demonstrate the great need to fill in the gaps and to develop a coordinated and comprehensive dropout prevention program. In December of 1987, these descriptions will be reviewed and revised by their parent agencies and then included in the final edition of the Resource Directory.

CONTENTS	CODE
TUTORING	01
RECREATION	02
PERSONAL AND EMOTIONAL COUNSELING	03
PHYSICAL AND SEXUAL ABUSE	04
DRUG AND ALCOHOL ABUSE	05
EMPLOYMENT PROGRAMS AND CAREER COUNSELING	06
PREGNANCY/PARENTING/SEX INFORMATION	07
NUTRITION/HEALTH	08
LEGAL SERVICES	09

01: TUTORING AND EDUCATIONAL PROGRAMS

01-1

AGENCY: **BOYS AND GIRLS CLUBS OF PROVIDENCE**

DIRECTOR: Raymond DeCesare
ADDRESS: 33 Atwood Street, Providence, RI 02909
TELEPHONE: 421-0910

PROGRAMS: PROJECT SHARP is a program to increase reading skills and to cultivate a positive attitude toward reading with many recognition and fun components.

01-2

AGENCY: **BROWN UNIVERSITY**

DIRECTOR: Dr. Theodore Sizer
CONTACT: Al Mosher
ADDRESS: Hope High School, 324 Hope Street
Providence, RI 02906
TELEPHONE: 456-9239

PROGRAMS: ESSENTIAL SCHOOLS PROGRAM offers its students an alternative to the traditional curriculum. Rather than "covering content", this program encourages students to master the essential skills necessary in everyday life. The program is located at Hope High School.
Serves 140 students each year.

01-3

AGENCY: CHAD SUN COMMUNITY CENTER

DIRECTOR: Thomas Spann
ADDRESS: 263 Chad Brown Street, Providence, RI 02908
TELEPHONE: 861-9687

PROGRAMS: AFTER-SCHOOL TUTORIAL welcomes students of all ages. It meets Monday through Friday from 3:00-6:00pm.
Serves 37 students each day.

Specifically for elementary school students, the SUMMER SCHOOL PROGRAM holds classes three days each week at Camden Elementary School. A wide variety of educational field trips and swimming in the Camden Elementary pool provide the students with some summer fun as well as exposure to new and exciting places around New England.
Serves 40 students each session.

01-4

AGENCY: DAVINCI CENTER TUTORIAL

DIRECTOR: John DeLuca
ADDRESS: 470 Charles Street, Providence, RI 02904
TELEPHONE: 272-7474

PROGRAMS: TUTORIAL PROGRAM serves students every year during the school year in a wide variety of academic disciplines.
Serves 150 students each year.

SUMMER SCHOOL is designed for elementary school students in grades 4-6. This program provides remedial instruction in reading, math, and English.
Serves 17 students each summer.

01-5

AGENCY: EDUCATIONAL OPPORTUNITY CENTER

DIECTOR: Brenda Dann-Messier
ADDRESS: 126 Somerset Street, Providence, RI 02907
TELEPHONE: 333-7204

PROGRAMS:

TUTORING PROGRAM is open to students of all ages and provides tutoring in many academic disciplines. These include study skill workshops, SAT preparation courses, and academic and vocational needs assessment programs.

INFORMATION DESSEMINATION program offers educational opportunities from adult basic education, high school equivalency, ESL, and post secondary education up to graduate school.

ADVISORY AND COUNSELING sessions that aid students in career opportunities and academic and support programs.

APPLICATION WORKSHOPS help students fill out college admissions and financial aid applications.

FOLLOW-UP programs are administered to review the progress of students on a quarterly basis.

The main objective of these programs is to recruit individuals and place them into post-secondary education and assure them that they will retain and graduate. These programs serve over 3500 students every year.

01-6

AGENCY: ELMWOOD TUTORIAL

DIRECTOR: David Manten
CONTACT: Rede Compleada
ADDRESS: 155 Niagara Street, Providence, RI 02907
TELEPHONE: 461-7940

PROGRAMS: TUTORIAL program is intended specifically for elementary and middle school students. The program coordinators receive lists of students that need assistance in their respective schools and send letters to the student's parents. All sessions meet Monday through Thursday for one to two hours, depending on the subject.
Serves 10 students daily.

01-7

AGENCY: FEDERAL HILL TUTORIAL

DIRECTOR: Anne Purro
ADDRESS: 254 Atwells Avenue, Providence, RI 02903
TELEPHONE: 351-8059

PROGRAMS: AFTERSCHOOL TUTORIAL for all grade levels
The program recruits local high school students with good academic records to tutor other (younger) students in need of assistance. In short, tutors selected must be role models with positive attitudes towards school and learning. The primary purpose of the program is to reenforce classroom instruction by assisting students with homework assignments and/or any specific problems. It offers individualized, one-on-one reading assistance. Sessions average a half hour to an hour. The program serves 130 students every week.

01-8

AGENCY: **HARTFORD PARK COMMUNITY CENTER**

DIRECTOR: Mr. Kuntsmann
ADDRESS: 20 Syracuse Street, Providence, RI 02909
TELEPHONE: 521-0051

PROGRAMS: AFTERSCHOOL TUTORIAL program for elementary age students every Wednesday.
Serves an average of 7 students every week.

AFTERSCHOOL HOMEWORK gives three to ten students a place to work on homework every Tuesday and Thursday afternoons with adult supervision and assistance.
Serves an average of 7 students every week.

01-9

AGENCY: **JOSLIN MULTI-SERVICE CENTER**

DIRECTOR: Katherine DuGault
ADDRESS: 231 Amherst Street, Providence, RI 02909
TELEPHONE: 421-8062

PROGRAMS: YOUTH DEVELOPMENT PROGRAM provides social adjustment and support programs to enable students to develop skills and enhance their self-image. Students work together on a group project by writing for and publishing a newsletter. The program has two sixteen week sessions.
Serves 16 students each session.

01-10

AGENCY: MOUNT PLEASANT TUTORIAL

DIRECTOR: Mebba Underdown
ADDRESS: 231 Amherst Street, Providence, RI 02909
TELEPHONE: 521-0527

PROGRAMS: IN-SCHOOL VOLUNTEER TUTORING PROGRAM provides volunteers to serve students at all levels. A varied number of students are served, depending on student need and availability of volunteers.

HOMEWORK CENTERS provide areas for students in grades 7-12 to study at the Mount Pleasant and Smith Hill branch libraries. The program is operated on a yearly basis and offers tutoring assistance when necessary.
Serves 50 students every year.

01-11

AGENCY: LIPPETT HILL TUTORIAL

DIRECTOR: Helen King
ADDRESS: Martin Luther King School, 35 Camp Street, Providence, RI 02906
TELEPHONE: 274-3240

PROGRAMS: INSCHOOL TUTORIAL is designed for students in grades K-12 and available upon request of the students teacher or principal.
Serves 850-1000 students each year.

SCHOOL ONE-ON-ONE TUTORING is offered at Central, Hope, Classical, and ALP High Schools. The program provides volunteer tutors every Tuesday and Thursday after school. At their discretion, teachers or guidance counselors refer students to a particular tutorial.
Serves approximately 300 students annually.

READING IS FUNDAMENTAL program distributes free books to Hope High School and five elementary schools.
Serves 3000 students each year with over 9000 books circulated.

01-12

AGENCY: NICKERSON COMMUNITY CENTER

DIRECTOR: Joseph Testa
ADDRESS: 133 Delaine Street, Providence, RI 02909
TELEPHONE: 351-2241

PROGRAMS: AFTERSCHOOL TUTORING is held every weekday and is conducted on an individual basis.
Serves 25 students weekly.

SUMMER TUTORING is held at various times throughout the week depending on staff levels. It is also on an individual basis.
Serves between 10 and 20 students weekly.

01-13

AGENCY: PROVIDENCE COLLEGE

CONTACTS: Dr. Flaherty and Dr. Mecker
ADDRESS: River Avenue, Providence, RI 02908
TELEPHONE: 865-2121, or 865-2099

PROGRAMS: INSCHOOL TUTORING programs are offered to potential dropouts at some Providence schools.
Serves 80-100 students every year

TIMES PROGRAM is a six to eight week educational summer program geared towards minority children. The sessions are held at Providence College
Serves 40-50 students each summer session.

01-14

AGENCY: **RHODE ISLAND COLLEGE**

CONTACTS: Miriam Boyajian (Project Upward Bound)
Joseph Costa (Student Support Services)

ADDRESS: 600 Mount Pleasant Avenue, Creig-Lee Hall Rm. 120
Providence, RI 02409

TELEPHONE: 456-8081 OR 456-8237

PROGRAMS:

STUDENT SUPPORT SERVICES is a skills training program in reading and writing. The program runs for six weeks in the Spring.
Serves 150 students every year.

PREPARATORY ENROLLMENT PROGRAM is a six week residential/academic program prior to the start of the first college semester. It is designed to help students with study habits and reading skills.

PROJECT UPWARD BOUND exists to help selected high school students improve their academic skills, complete high school, and following graduation become enrolled in colleges and universities throughout the country. Students are elligible while in their tenth and eleventh grades at one of the following target high schools: Central, Hope and Mount Pleasant. Students are provided the following services: academic year instruction and counseling, summer residential academic component, and numerous other educational opportunities. Once students are enrolled in the program they are kept in it until they graduate provided they meet the requirements.
Serves between 65-75 students every year.

01-15

AGENCY: SILVER LAKE TUTORIAL
DIRECTOR: Teresa Merolli
ADDRESS: 521 Plainfield Street, Providence, RI 02409
TELEPHONE: 944-8300

PROGRAMS: TUTORIAL PROGRAM serves elementary and middle school students every week by assisting, one-on-one, with homework sessions.
Serves 75-100 students every week.

SUMMER SCHOOL offers remedial assistance in Math, Reading, and Language Arts. Science and Social Studies are also addressed but by testing the students comprehension after they have read their assignment in the controlled environment of the center.
Seves 35-70 students every summer.

01-16

AGENCY: SOUTH PROVIDENCE TUTORIAL INC.

DIRECTOR: Malvene Brice
ADDRESS: 1 Louisa Street, Providence, RI 02905
TELEPHONE: 785-2126

PROGRAMS: AFTERSCHOOL TUTORING PROGRAM serves 150-200 students during the week from 2:30 to 5:30 pm. It is designed for students in grades 1-12.
Serves 150-200 students each week.

SUMMER TUTORING PROGRAM operates four days each week from 8:30am to 12:30pm. There are several sessions offered offered every summer.
Serves 100 students each session.

01-17

AGENCY: UNIVERSITY OF RHODE ISLAND

DIRECTOR: Dr. Marcia Feld
CONTACT: Gayla Gazerro
ADDRESS: URI Urban Field Center, 22 Hayes Street
Providence, RI
TELEPHONE: 277-3982

PROGRAMS: The University offers direct and indirect services to students and their parents through internships, classroom speakers, needs assessment, enrichment field trips, newsletters, college admissions and financial aid workshops, career fairs, and summer learning programs.
Program is offered to all students of the Providence Public School System.

01-18

AGENCY: WHEELER SCHOOL

CONTACT: Robert Deblois
ADDRESS: 216 Hope Street, Providence, RI 02906
TELEPHONE: 421-8100 OR 336-4532

PROGRAMS: PROJECT SPIRIT is a summer academic program for economically or educationally disadvantaged students intended to help them improve their chances of finishing high school and going on to higher education. The program also helps to foster an understanding of the difference between public and private school education. In addition to time spent in the summer, PROJECT SPIRIT runs a follow-up program for its students throughout the school year with counseling, tutoring, and Saturday morning sessions at nearby Brown University.
Serves 60 students each summer.

01-19

AGENCY: URBAN LEAGUE OF RHODE ISLAND

DIRECTOR: Mrs. B. Jae Clanton
CONTACT: Mr. Langley
ADDRESS: 246 Prarie Avenue, Providence, RI 02905
TELEPHONE: 351-5000

PROGRAMS:

MENTOR PROGRAM is an educational initiative which proposes a dual program to meet the needs of targeted Black potential dropouts within the public school system. The program advocates to make our schools responsive to the needs of the Black students and at the same time provide direct services for these students and their families. The project involves the recruitment of 100 Black professionals from the community. These volunteers will serve as role models or "mentors" for the "at-risk" students. The mentors will provide a support system to aid the emotional development of the students.
Serves approximately 100 students each year.

PROJECT OUTREACH seeks to improve the academic performance of students in the middle school. The project also serves to reduce the number of suspensions and incidence of high school dropouts. Works as a liason between school and the home. Establishes positive rapport with school administrators, parents, and youth.
Serves 35 students annually.

SCHOLARSHIP PROGRAM provides over 50 scholarships to individuals from the Black community who want to go to college.
Serves over 50 students annually.

SUMMER YOUTH PROGRAM focuses on classroom sessions as well as actual "hands on" work experience. The Zarye Corporation provides vocational exploration through job sites at the retail stores.
Serves 10 students every summer.

02: RECREATION PROGRAMS

02-1

AGENCY: BOYS AND GIRLS CLUBS OF PROVIDENCE

DIRECTOR: Raymond DeCesare
ADDRESS: 33 Atwood Street, Providence, RI 02909
TELEPHONE: 421-0910

PROGRAMS: RECREATION Programs are offered such as team and individual sports, art classes, dances, cooking classes, and fun trips.
Serves 4,000 students annually.

02-2

AGENCY: CATHOLIC YOUTH ORGANIZATION

DIRECTOR: Father Stephen Amaral
ADDRESS: One Cathedral Square, Providence, RI 02903
TELEPHONE: 278-4626

PROGRAMS: SOCIAL PROGRAM offers dances and social outings for students.
Serves 1000 students each year.

CULTURAL PROGRAM offers workshops in drama and art. Also has a variety show and quiz bowls.
Serves 148 students each year.

ATHLETIC LEAGUE offering team sports such as baseball, basketball, and soccer.
Serves 1100 students each year.

02-3

AGENCY: CHAD SUN COMMUNITY CENTER

DIRECTOR: Thomas Spann
ADDRESS: 263 Chad Brown Street, Providence, RI 02908
TELEPHONE: 861-9687

PROGRAMS: AFTERSCHOOL RECREATION PROGRAM offers team sports and other recreational activities for children of all ages. Activities meet Monday through Friday.
Serves up to 75 students each day.

02-4

AGENCY: HARTFORD PARK COMMUNITY CENTER

DIRECTOR: Mr. Kuntsmann
ADDRESS: 20 Syracuse Street, Providence, RI 02909
TELEPHONE: 521-0051

PROGRAMS: AFTERSCHOOL RECREATION PROGRAM provides recreation and sports leagues for children ages 6-16 and is offered Mondays, Wednesdays, and Fridays from 2:30 to 4:30pm.
Serves 70-90 students each day.

ARTS AND CRAFTS PROGRAM provides students with an opportunity for exposure to arts and crafts which they otherwise might not have. Each day, students participate in scheduled activities which are closely supervised and carefully organized by instructors. Through these small classes, students gain a basic knowledge of hands-on experience with a variety of crafts.
Serves 10-15 students a day.

02-5

AGENCY: JEWISH COMMUNITY CENTER

DIRECTOR: Ruby Slalansky
ADDRESS: 410 Elmgrove Avenue, Providence, RI 02906
TELEPHONE: 861-8800

PROGRAMS: ARTS ENRICHMENT CLASSES include activities such as ballet, pottery, chess club, etc. Each class serves eight students.
Serves 200 students each session.

02-6

AGENCY: JOHN HOPE SETTLEMENT HOUSE

DIRECTOR: Mr. Whitten
ADDRESS: 7 Burgess Street, Providence, RI 02903
TELEPHONE: 421-6993

PROGRAMS: AFTERSCHOOL RECREATION PROGRAM provides a variety of recreational activities for elementary and middle school students.
Serves 55 students daily.

TEEN PROGRAM provides recreation programs such as team sports, art workshops, and dances. All programs are held in the evening.
Serves 90 students daily.

02-7

AGENCY: **JOSLIN MULTI-SERVICE CENTER**

DIRECTOR: Katherine Dubault
ADDRESS: 231 Amherst Street, Providence, RI 02909
TELEPHONE: 421-8062

PROGRAMS: DAILY RECREATION PROGRAM serves students between the ages of seven and sixteen.
Serves 180 students each year.

02-8

AGENCY: **SILVER LAKE CENTER**

DIRECTOR: Teresa Merolli
ADDRESS: 529 Plainfield Street, Providence, RI 02909
TELEPHONE: 944-8300

PROGRAMS: RECREATIONAL PROGRAM offers dance classes and art classes for children of various ages each year.
Serves 75-100 students every year.

SUMMER RECREATIONAL PROGRAM offers organized and well-supervised fun for children of all ages each summer.
Serves 140 students each year.

02-9

AGENCY: **SMITH HILL CENTER**

DIRECTOR: Jack McGillvary
ADDRESS: 110 Ruggles Street, Providence, RI 02908
TELEPHONE: 331-4290

PROGRAMS:

SUMMER CAMP is an eight week program for children aged 5-12, and offers organized well-supervised, and fun activities. Serves 400 students each summer.

AFTERSCHOOL ACTIVITIES teach and expose children to domestic oriented skills such as sewing, cooking, arts, and crafts. Activities are open to children between the ages of three and twelve. Serves 35 students daily.

02-10

AGENCY: **WASHINGTON PARK COMMUNITY CENTER**

DIRECTOR: Frances Murphy
ADDRESS: 42 Jellson Street, Providence, RI 02905
TELEPHONE: 461-6650

PROGRAMS:

AFTERSCHOOL RECREATION PROGRAMS are offered to children between the ages of six and seventeen every day. Serves 100-150 children daily.

SUMMER PROGRAM is a camp for children aged six through twelve. Campers meet five days each week: Monday through Friday from 9:00am. to 4:30 pm. Serves 80-90 students daily.

02-11

AGENCY: **YMCA OF GREATER PROVIDENCE**

DIRECTOR: Howard Moody
ADDRESS: 160 Broad Street, Providence, RI 02905
TELEPHONE: 456-0100

PROGRAMS: RECREATIONAL PROGRAMS with activities including self-defense, basketball, weight room instruction, volleyball, gymnastics, swimming, and slimnastics (aerobics). Programs are open to pre-schoolers through adults and classes for specific age groups are organized according to respective group representation.

02-12

AGENCY: YMCA PARENT/CHILD CENTER

CONTACT: Eric Laforte
ADDRESS:
TELEPHONE: 521-0155

PROGRAM: YOUTH PROGRAMS provide recreation programs for all ages such as t-ball teams, swimming lessons, and track teams.

DAY CAMPS are offered to children aged 6-12 during school vacation periods providing recreation.

03: PERSONAL AND EMOTIONAL COUNSELING

03-1

AGENCY: **ANOREXIA AND BULIMIA ASSOCIATION OF RI**

DIRECTOR: Dr. Steven Emmett
ADDRESS: 94 Waterman Street, Providence, RI 02906
TELEPHONE: 861-2335

PROGRAMS: GROUP COUNSELING SESSIONS are led by skilled and recovered Anorectics and Bulemics. Discussion sessions are open to individuals struggling with any form of an eating disorder.
Serves 10 students annually.

03-2

AGENCY: CATHOLIC SOCIAL SERVICE

DIRECTOR: Christine Chester
ADDRESS: 433 Elmwood Avenue, Providence, RI 02906
TELEPHONE: 467-7200

PROGRAMS: FAMILY AND INDIVIDUAL COUNSELING includes sessions designed to deal specifically with family and individual problems.
Serves 10 students annually.

03-3

AGENCY: DAVINCI CENTER TUTORIAL

DIRECTOR: John DeLuca
CONTACT: Nancy Vileno
ADDRESS: 470 Charles Street, Providence, RI 02904
TELEPHONE: 272-7474

PROGRAMS: CAREER AND PERSONAL COUNSELING offers several in-school programs to assist students who are looking for part-time jobs; provides interest and aptitude tests; and offers personal counseling. Serves 20 students annually.

03-4

AGENCY: OPPORTUNITIES INDUSTRIALIZATION CENTER

DIRECTOR: Rufus W. Whitmore, Jr.
CONTACT: Mae Bunch
ADDRESS: 1 Hilton Street, Providence, RI 02905
TELEPHONE: 272-4400

PROGRAMS: EARLY INTERVENTION PROGRAM offers counseling to students 8-13 years old who may, potentially, drop out of school. The objective of the program is to convince students of the importance and benefits of an education as well as the necessity of a high school diploma in today's society.

NEW PRIDE is a program for students with special needs due to learning or behavioral problems. The program tries to re-integrate students into a school system or provide G.E.D. testing. NEW PRIDE provides counseling on a one-to-one basis for junior and senior high school.
Serves 60-65 students each year.

03-5

AGENCY: RHODE ISLAND COLLEGE

DIRECTOR: Miriam Boyajian (Project Upward Bound)
ADDRESS: 600 Mount Pleasant Avenue, Providence, RI 02908
TELEPHONE: 456-8742

PROGRAMS: PROJECT UPWARD BOUND is a program for tenth and eleventh graders who are interested in going on to college. The program offers counseling on both an individual and a group basis.
Serves 65-75 students annually.

03-6

AGENCY: RHODE ISLAND RAPE CRISIS

ADDRESS: 1660 Broad Street, Cranston, RI 02905
TELEPHONE: 941-2400

PROGRAMS: INDIVIDUALIZED AND GROUP COUNSELING on a short-term basis for all ages. Support groups are available for victims of rape, and special group counseling is offered for sexually abused children.

03-7

AGENCY: RHODE ISLAND YOUTH GUIDANCE CENTER

DIRECTOR: Dr. Kevin Plummer
ADDRESS: 53 Jenkins Street, Providence, RI
TELEPHONE: 724-0450

PROGRAMS: OUTPATIENT SERVICES provide psychological and emotional counseling for youths of all ages. Frequently, the schools pay the Youth Guidance Center to psychologically assess certain students.
Serves between 50-100 students annually depending on need.

03-8

AGENCY: SILVER LAKE CENTER

DIRECTOR: Teresa Merolli
ADDRESS: 529 Plainfield Street, Providence, RI 02909
TELEPHONE: 944-8300

PROGRAMS: COUNSELING is offered on an informal basis, and a referral program is open to students of all ages.
Serves 15-20 students annually.

03-9

AGENCY: URBAN LEAGUE OF RHODE ISLAND

DIRECTOR: Mrs. B. Jae Clanton
CONTACT: Mr. Langley
ADDRESS: 246 Prairie Avenue, Providence, RI 02905
TELEPHONE: 351-5000

PROGRAMS: MENTOR PROGRAM is an educational initiative which proposes a dual program to meet the needs of targeted Black potential dropouts within the public school system. The program advocates to make our schools responsive to the needs of Black students and at the same time provide direct services for these students and their families. The project involves the recruitment of 100 Black professionals from the community. These volunteers will serve as role models or "mentors" for the "at-risk" students. The mentors will also provide a support system to aid the emotional development of the student.
Serves approximately 100 students each year.

04: PHYSICAL AND SEXUAL ABUSE

04-1

AGENCY: PROVIDENCE CENTER FOR COUNSELING AND PSYCHIATRIC SERVICES

DIRECTOR: Charles Maynard
ADDRESS: 790 North Main Street, Providence, RI 02906
TELEPHONE: 274-2500

PROGRAMS: SEXUAL ABUSE TREATMENT program provides evaluation and counseling for children who have been sexually abused.
Serves 50 students annually.

04-2

AGENCY: DEPARTMENT OF CHILDREN AND THEIR FAMILIES

CONTACT: Patricia Matthews
ADDRESS: 610 Mount Pleasant Avenue, Providence, RI
TELEPHONE: 457-4789

PROGRAMS: RI CHILD ABUSE HOTLINE (1-800-RI-CHILD) takes calls 24 hours a day regarding child abuse complaints. The hotline operator listens to caller and determines whether to have a DCF evaluator sent out to investigate complaint.

04-3

AGENCY: RHODE ISLAND RAPE CRISIS

DIRECTOR: Jacqueline Jackson
ADDRESS: 1660 Broad Street, Providence, RI
TELEPHONE: 941-2400

PROGRAMS: CHILD ASSAULT PREVENTION PROGRAM conducts workshops and classes discussing rights to be safe and the question of proper vs. improper touching. The issue of role playing is also discussed. Sessions are held exclusively at Greene Middle School.
Serves 100 students each year.

RAPE CRISIS HOTLINE for those affected by the violent crime of rape. Hotline is staffed 24 hours a day and referrals are given.

04-4

AGENCY: RHODE ISLAND YOUTH GUIDANCE CENTER

DIRECTOR: Dr. Kevin Plummer
ADDRESS: 53 Jenkins Street, Providence, RI
TELEPHONE: 724-0450

PROGRAMS: OUTPATIENT SERVICES offer counseling for psychological and emotional problems. The Center also conducts programs for children of alcoholic parents as well as mediation counseling between children and their violent parents. Such counseling is extremely effective in pacifying family relations, as the counselor represents an objective third party.
Serves 75 students annually.

04-5

AGENCY: YWCA OF GREATER RHODE ISLAND

CONTACT: Linda Impagliazzo
ADDRESS: 324 Broad Street, Central Falls, RI
TELEPHONE: 723-3057

PROGRAMS: SHELTER FOR ABUSED WOMEN AND THEIR CHILDREN providing shelter, food, informal counseling as well as counseling referrals to other agencies in the area. The shelter provides pre-school age children with YWCA recreation and daycare services. School-age children are sent to the Central Falls school system for as long as they stay at the shelter. Average length of stay for abused women and their children is 6 to 8 weeks. Those served include a significant number of Providence residents.

05: DRUG AND ALCOHOL ABUSE

05-1

AGENCY: CAPITOL HILL INTERACTION COUNCIL

DIRECTOR: Elaine Stannard
ADDRESS: 272 Smith Street, Providence, RI 02908
TELEPHONE: 521-4871

PROGRAMS: OUTPATIENT ALCOHOL COUNSELING and crisis intervention for individuals and families. Serves 30 students annually.

EDUCATIONAL PROGRAMS for schools and community groups are also provided by the Council. Programs cover a wide range of drug and alcohol abuse topics -- specifically relating to the manner in which certain drugs are used and abused in our society.

05-2

AGENCY: JOSLIN MULTI-SERVICE CENTER

ADDRESS: 231 Amherst Street, Providence, RI
TELEPHONE: 421-8062

PROGRAMS: EARLY INTERVENTION drug abuse prevention program which is geared towards children between the ages of seven and sixteen. It is the program's objective to educate and provide an awareness for youths about the realistic dangers and hazards of drug and alcohol abuse.
Serves approximately 15 students each week.

05-3

AGENCY: MINORITY ALCOHOLISM PROGRAM

DIRECTOR: William Rose
ADDRESS: 66 Burnett Street, Providence, RI 02907
TELEPHONE: 785-0050

PROGRAMS: RESIDENTIAL HALFWAY HOUSE catering specifically to alcoholics. It offers counseling sessions for individuals, groups, and families who are comprised of minority males.
Serves 15 youths each session.

05-4

AGENCY: THE PROVIDENCE CENTER FOR COUNSELING AND PSYCHIATRIC SERVICES- Alcoholism Program

DIRECTOR: Charles Maynard
ADDRESS: 790 North Main Street, Providence, RI 02906
TELEPHONE: 274-2500

PROGRAMS: MENTAL HEALTH COUNSELING includes outpateint, group, day treatment, and 24-hour emergency services, as well as consultation to other community agencies. The Center provides specialized group counseling for alcohol abusers at various stages of their alcoholism.

05-5

AGENCY: **RHODE ISLAND STUDENT ASSISTANCE SERVICES**

DIRECTOR: Sarah Dinklage
ADDRESS: RI Medical Center, Substance-Abuse Administration, Cranston, RI 02920
TELEPHONE: 464-2191

PROGRAMS: STATEWIDE STUDENT ASSISTANCE SERVICES include school-based prevention activities; assessment and referrals; and individual, group, and parent education and counseling for substance abuse and other personal and family problems. The Services also provide training and education for school staff, parents, and other community groups. Serves approximately 200 students annually.

06: EMPLOYMENT PROGRAMS AND CAREER COUNSELING

06-1

AGENCY: **BOYS AND GIRLS CLUBS OF PROVIDENCE**

DIRECTOR: Raymond DeCesare
ADDRESS: 33 Atwood Street, Providence, RI 02909
TELEPHONE: 421-0910

PROGRAMS:

EXCEL is a world of work training program for 14 to 17 year olds with emphasis on work attitudes and human relations skills necessary for success in any job.

JOB SEARCH is a program for teenagers which shows them how to prepare to seek a job. Applications, resumes, interviewing, grooming, and selling self are areas that are stressed.

TEENS TIE CAREERS program explores career possibilities by on-site visits to businesses, professional offices, and service industries.

Number of students served for all the above programs is included in the 4,000 figure of students served in all Boys and Girls Clubs of Providence programs.

06-2

AGENCY: **DAVINCI CENTER TUTORIAL**

DIRECTOR: John DeLuca
ADDRESS: 470 Charles Street, Providence, RI 02904
TELEPHONE: 272-7474

PROGRAMS:

SUMMER YOUTH EMPLOYMENT PROGRAM provides career counseling and exploration for high-school students by matching students to summer jobs in which they have a career interest. The goal of the program is to help motivate students to finish their education and earn a high school diploma so that they can find employment in a specific, exciting career that appeals to them.

*Program is funded by Providence-Cranston Job Training Program (JTPA) and the numbers served is part of overall numbers from JPTA which serves 600 students annually in their job training and placement programs.

06-3

AGENCY: FEDERAL HILL HOUSE

DIRECTOR: Michael Silvia
ADDRESS: 9 Courtland Street, Providence, RI 02909
TELEPHONE: 421-4722

PROGRAMS: VOCATIONAL EXPLORATION PROGRAM provides young people between the ages of sixteen and twenty-one with part-time employment to help them identify their career goals and provide them with an incentive to go back to school. There is also a Summer Program which is open to a wider range of youth, ages fourteen to twenty-one.

*JTPA funded. Number of students served is part of the overall JTPA number which is 600.

06-4

AGENCY: GREATER PROVIDENCE CHAMBER OF COMMERCE

CONTACT: Lisa Drier
ADDRESS: 30 Exchange Terrace Providence, RI
TELEPHONE: 521-5000

PROGRAMS: JOBS FOR YOUTH PROGRAM is an in-school programs which deals with academically-at-risk students and provides them with an afterschool curriculum in business math and business writing. The program is designed for students who are at least fifteen years old and is meant specifically for high school students. The program also teaches basic skills which are necessary for the job market. JOBS FOR YOUTH then places the students in part-time jobs. For this reason, students must be JTPA eleigible. The Chamber of Commerce also offers a Summer Program which addresses the same type of business format.

*Also JTPA funded. Number of students served is part of the overall JTPA number which is 600.

06-5

AGENCY: **INTERNATIONAL INSTITUTE EDUCATIONAL DIVISION**

DIRECTOR: Bill Shuey
ADDRESS: 375 Broad Street, Providence, RI 02907
TELEPHONE: 831-1460

PROGRAMS: SUMMER YOUTH EMPLOYMENT TRAINING for teenagers between the ages of fourteen and eighteen who have limited English-speaking capabilities. Through this program students learn about the job market and the skills necessary to be successful in the business world.
Serves 40 students each summer.

06-6

AGENCY: JOBS FOR PROGRESS

DIRECTOR: Javier Rico
ADDRESS: 777 Westminster Street, Providence, RI 02903
TELEPHONE: 331-1140

PROGRAMS: EMPLOYMENT TRAINING PROGRAM is a twelve week program for youths between the ages of sixteen and twenty-one. The program trains students in a specific skill and guarantees a job at $6.00 an hour (or higher) upon graduation. Students must be from low-income families in order to be eligible.

EMPLOYMENT PLACEMENT PROGRAM offers job placement for thirty youths between the ages of sixteen and twenty-one. The program includes a nine-week workshop prior to placement in order to certify employment readiness.

*Also JTPA funded. Number of students served is part of the overall JTPA number which is 600.

06-7

AGENCY: **Providence-Cranston Job Training Program (JTPA)**

DIRECTOR: Ron Perillo
ADDRESS: 40 Fountain Street Providence, RI 02903
TELEPHONE: 861-0800

PROGRAMS: VET Program provides job training and job placement for youth aged 15-21. The training program lasts for 10-12 weeks then the youth is placed in a job.
JTPA funds a number of job training and job placement programs in Providence.
Total number of youth served is 600 annually.

06-8

AGENCY: **Opportunities and Industrialization Center**

DIRECTOR: Rufus Whitmore, Jr.
ADDRESS: One Hilton Street, Providence, RI 02905
TELEPHONE: 272-4400

PROGRAMS: EARLY SCHOOL LEAVERS program serves Providence middle school students providing career awareness and complimenting teachers curriculum.
Students attend their assigned school in the morning and OIC in the afternoon.
Serves 30 students annually.

06-9

AGENCY: Silver Lake Center

DIRECTOR: Theresa Merolli
ADDRESS: 529 Plainfield Street, Providence, RI 02909
TELEPHONE: 944-8300

PROGRAMS: JOB TRAINING AND VOCATIONAL Program for high school students provides job training, resume writing, and mock interviewing. Also provides job placement.

*Also JTPA funded. Numbers served is part of the overall JTPA number served which is 600.

07: PREGNANCY/PARENTING/SEX INFORMATION

07-1

AGENCY: CATHOLIC SOCIAL SERVICES

DIRECTOR: Christine Chester
ADDRESS: 433 Elmwood Avenue, Providence
TELEPHONE: 467-7200

PROGRAMS: PREGNANCY COUNSELING SESSIONS open to women of any age.
Serves 10 students annually

07-2

AGENCY: PLANNED PARENTHOOD OF RHODE ISLAND

DIRECTOR: Ginny Dube
ADDRESS: 187 Westminster Mall, Providence
TELEPHONE: 421-9620

PROGRAMS: SPEAKING ENGAGEMENTS in and out of the schools about pregnancy and sex information.

OUTREACH WORKER presently in Hispanic community.
Serves 25 students annually.

07-3

AGENCY: **PROBLEM PREGNANCY OF RHODE ISLAND**

DIRECTOR: Elieen Carr
ADDRESS: 270 Westminster Street, Providence
TELEPHONE: 421-0820

PROGRAMS: HOME IN BURRILLVILE for pregnant women of all ages who wish to stay at the Burrillville Home for a period of time throughout their pregnancy.
Serves 5 students annually.

07-4

AGENCY: **PROVIDENCE AMBULATORY HEALTH CARE**

DIRECTOR: Janet Marquez
ADDRESS: 469 Angell Street, Providence
TELEPHONE: 861-6303

PROGRAMS: INSCHOOL PREGNANCY CARE PROGRAM at Hope and Mt. Pleasant High Schools
Serves 50 students annually.

COUNSELING at area health centers with nurse practitioner, ObGyn doctor, and social counselor.
Serves 500 students annually.

07-5

AGENCY: RHODE ISLAND RAPE CRISIS

DIRECTOR: Jacqueline Jackson
ADDRESS: 1660 Broad Street, Cranston 02905
TELEPHONE: 941-2400

PROGRAMS: CHILD ASSUALT PREVENTION PROGRAM is an inschool workshop discussing rights to be safe, and proper/ improper touching. Also proveides individual conferences with students. Available to grades K-9. Serves 100 students at Greene Middle School.

RAPE CRISIS HOTLINE is a 24 hour/7 day hotline for rape victims. Short term counseling is available.

07-6

AGENCY: URBAN LEAGUE OF RHODE ISLAND

DIRECTOR: Mrs. B. Jae Clanton
CONTACT: Mr. Langley
ADDRESS: 246 Prairie Avenue, Providence, RI 02905
TELEPHONE: 351-5000

PROGRAMS: PROJECT BIRTH designed to meet the needs of pregnant and parenting teenagers 19 years old and younger. The program coordinates community based human service agencies to provide maternal and child health care to its target population. Supportive services such as referrals for education, employment, and child care placement are offered. Some components of the program are: workshops addressing life management skills, human sexuality, parenting skills, and career exploration; lending library; tutorial service; a coupon bank; and a nursery/ clothing bank.
Serves 30-50 students annually.

07-7

AGENCY: **WOMEN AND INFANTS HOSPITAL**

DIRECTOR: Beth Quill
ADDRESS: 101 Dudley Street, Providence
TELEPHONE: 274-1100

PROGRAMS: NEW DIRECTIONS is an inschool program providing on-site prenatal care and education. Serves 50 students annually.

08: NUTRITION/HEALTH

08-1

AGENCY: ANOREXIA/BULIMIA ASSOCIATION OF RI

DIRECTOR: Dr. Steven Emmet
ADDRESS: 94 Waterman Street, Providence 02906
TELEPHONE: 861-2335

PROGRAMS: GROUP COUNSELING SESSIONS for those with eating disorders
Serves 10 students each session.

EDUCATIONAL PROGRAMS on eating disorders are offered in Providence schools.

08-2

AGENCY: BOYS AND GIRLS CLUBS OF PROVIDENCE

DIRECTOR: Raymond DeCesare
ADDRESS: 33 Atwood Street, Providence, RI 02909
TELEPHONE: 421-0910

PROGRAMS: SUPERFIT ALL-STARS is a health and fitness program for youth ages 6 to 18. Teaches healthy exercise and healthy habits.

THE BODY WORKS provides health and safety awareness program for all youth. Program addresses hygiene, personal safety, maturation, and family life skills.

08-3

AGENCY: LIPPETT HILL TUTORIAL

DIRECTOR: Helen King
ADDRESS: Martin Luther King School, 35 Camp Street, Providence, RI 02906
TELEPHONE: 274-3240

PROGRAMS: CULTURAL AND ENRICHMENT PROGRAMS offering a nutrition program.
Serves 30 students each session.

08-4

AGENCY: TEL-MED TAPES

ADDRESS: 229 Waterman Street, Providence 02906
TELEPHONE: 521-7120

PROGRAMS: TELEPHONE TAPES offering medical advice.

09: LEGAL SERVICES

09-1

AGENCY: RHODE ISLAND LEGAL SERVICES

DIRECTOR: Cynthia Mercurio
ADDRESS: 77 Dorrance Street, Providence, RI
TELEPHONE: 274-2652

PROGRAMS: LEGAL SERVICES for special education and bilingual education rights.
Serves 10 students annually.

09-2

AGENCY: RHODE ISLAND PROTECTION AND ADVOCACY SERVICES

DIRECTOR: Elizabeth Morancy
ADDRESS: 55 Bradford Street, Providence, RI
TELEPHONE: 831-3150

PROGRAMS: FREE SERVICES for developmentally disabled, special education, and handicapped students.
Represents families of children who are handicapped by pressuring the school department to provide needed services for handicapped students.
Serves 45-50 students annually.

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CHAPTER V

THE PROVIDENCE DROPOUT PREVENTION PLAN:

Strategies and Programs for K-12 At-Risk Students

Introduction: Goals and Objectives

From its inception, The Providence Dropout Prevention Collaborative has worked to unite Providence's strongly independent organizations, agencies, and communities in a concentrated effort to reduce the 48% dropout rate of Providence Public Schools. Since November 1986, when the Collaborative was formed, over 300 people have joined the Collaborative in order to help achieve this goal. These 300 people include representatives from a wide range of Providence's businesses, directors and staff members of Providence's numerous community service agencies, administrators and teachers from the Providence School Department, administrators and teachers from local colleges and universities, officials from state and local government, and parents of Providence School Department's students. Working together, these people have studied the causes of Providence's dropout rate and developed a plan, The Providence Dropout Prevention Plan: Strategies and Programs for K-12 At-Risk Students. The Plan that has evolved is characteristic of Providence, a city settled by Roger Williams and Ann Hutchenson, two non-conformists who initiated this City's strong tradition of independence. The strategies, responding to the needs of the at-risk student, are shaped by the culture and the climate of the city.

The general goal of this plan is:

> **To increase the percentage of students who graduate from the Providence Public Schools**

The specific goal of the plan is:

> **To maximize the opportunity for Providence students to graduate from secondary school**

To achieve these goals, the Collaborative designed and articulated four specific objectives and developed strategies to meet them. The objectives and strategies are:

Objective I. **To continue to unite all members of the Providence Community through the Providence Dropout Prevention Collaborative in a concentrated effort to reduce the city's 48% dropout rate.**

Strategies
- to encourage and coordinate communication between all agencies and individuals who work with Providence's at-risk youth
- to provide and continuously gather information about Providence's dropout rate, the needs of Providence's at-risk students, and the programs that address at-risk students' needs
- to sponsor city-wide conferences and neighborhood forums that address the dropout problem and allow Collaborative members to generate and coordinate programs and ideas to help at-risk students
- to keep the dropout issue on the public policy agenda and in the media
- to encourage all levels of government to support and expand dropout prevention programs
- to identify funding sources for dropout prevention programs
- to evaluate the impact of the dropout prevention programs on Providence students

Objective II. **To create, initiate, support, and coordinate community agency programs that meet the needs of the at-risk student.**

Strategies
- to provide assistance and information for existing agency programs
- to advocate for and assist in the initiation of Collaborative or joint new programs that address unmet needs of at-risk students
- to provide information and assistance to Providence School Department guidance counselors so that they can utilize the the services and programs that the city's agencies offer

Objective III. **To support the Providence School Department's academic and social initiatives to meet the needs of the at-risk student.**

Strategies
- to help to improve early childhood education, especially in basic skills
- to improve academic support, especially in the middle schools
- to assist in developing programs that provide support for students' personal concerns and problems involving drugs, sexuality, self-esteem, family, and nutrition
- to develop a profile of at-risk students with the Providence School Department guidance counselors so as to be able to identify at-risk students as early as possible

Objective IV. **To improve the information system of the Providence School Department.**

Strategies
- to upgrade and expand the Department's current information collection system
- to provide a system for continuous imputing of information about students as they move through the school system
- to provide teachers and administrators easier access to comprehensive student information
- to develop a system that uses longitudinal information about at-risk students
- to develop a system that maintains in an accessible manner information about Providence's dropout situation and dropout prevention programs

The Initiatives

The Collaborative developed three initiatives to reduce the city's dropout rate. These initiatives were designed to meet at-risk students' needs presently unmet by the programs and services provided by the Providence School Department and

the Providence community. These unmet needs were identified through the assessment of Providence's at-risk students (see CHAPTER II) and the collection of information about the community's available resources (see CHAPTER IV). These three initiatives are summarized in Diagram V-One. The initiatives are:

The Continuation and Expansion of the Providence Dropout Prevention Collaborative;

Providence's Community-Based Case Management Dropout Prevention Project;

Improving the Providence School Department's Student Data Collection System

Initiative One: The Continuation and Expansion of the Providence Dropout Prevention Collaborative

Since the creation of the Providence Dropout Prevention Collaborative, there has been significant interest in and concern about the city's dropout rate. More important, since the creation of the Providence Dropout Prevention Collaborative, there has been a dramatic increase in initiatives and programs that assist Providence's at-risk students. These initiatives and programs have been generated from many different parts of the community. For example:

* The Greater Providence Chamber of Commerce has established a division focused on education. The Chamber has also appointed a vice-president in charge of coordinating the Chamber's education programs. Two of these programs were begun within the last year as a result of brainstorming between the business community, the Providence School Department, and the Collaborative. One of these programs involves the funding of a resource "broker" who will identify jobs in local businesses and then find students in Providence schools who would benefit from having one of these jobs while continuing with their academic work. Another Chamber program supports an expanded and modified Junior Achievement program in a city high school. The program provides participating students with employment that requires them to use their classroom knowledge in the workplace under supervision and support. The Chamber's third program involves mentoring and will join with the Urban League of Rhode Island's new mentoring program.

Diagram V-One

Initiatives to Reduce the City's Dropout Rate

Intervention	Duration/ Location	Agency Responsible	Funds Required	Funding Source
Collaboration Continuation and Expansion	On-going/ URI Urban Field Center	Providence Collaborative/ Marcia Marker Feld	$122,776	Ford Foundation; Providence School Dept.; University of RI; Other
Community Based Case Management	Two Years/ DaVinci Community Center	Community Center/ John DeLuca	$107,558	Federal Vocational Educ.; City Community Center: Appropri.; United Way
Information System Reorganization	On-going/ Providence School Department	Providence Schools/ Joseph DiPalma	$150,000 (Capital) $345,000 (Total operating)	Champlain Foundation; State Legislation

* The Providence School Department has taken several steps to reduce the dropout rate. The Assistant Superintendent for secondary schools has organized weekly meetings of high school and junior high school principals and assistant principals. At these meetings, participants have discussed the dropout problem and developed, with their faculty and staff, individual dropout prevention programs for each of Providence's middle schools and high schools. These programs represent creative thinking and an infusion of volunteerism, since little money was available to the principals. The School Department has begun to create and support before-school and after-school tutoring programs staffed by Providence teachers and available to all at-risk students. Working with the President of the Providence Teachers Union, administrators from the School Department have started to restructure the function of guidance counselors, so that the guidance counselors jobs will be less clerical and bureaucratic and will focus more on at-risk students. In addition, the School Department has appointed a former principal to research the creation of an alternative middle school for students who are at-risk because of behavioral problems.

* The Providence Teachers Union has been exceptionally supportive of the Collaborative process and the many new programs taking place in the city and the schools. The Union and the Chamber of Commerce held a major conference at the beginning of the planning year. The keynote speaker, Owen Butler, former CEO of Procter & Gamble, spoke of the relationship between a completed high school education and future employment.

* The Mayor of Providence has directed his newly appointed Director of the Department of Human Services to assist the Collaborative. The Mayor has also assigned a team of educators, planners, and architects to visit each Providence school and prepare specifications for improving each school. In June of 1987 the Mayor submitted the work of the Collaborative to the United States Conference of Mayors. The Conference awarded the Collaborative first prize in its "City-Community Partnership Citizen Participation" category.

* The Governor of Rhode Island created a Blue Ribbon Commission and requested that the Commission establish a set of educational priorities for Rhode Island Schools in 1991. Several of these priorities were aimed at dropout prevention, particularly as it relates to early childhood education.

* The Governor, the Rhode Island Legislature, and the state's Commissioner of Elementary and Secondary Education created and approved several budget items that will help in reducing the number of students who drop out of school.

* The Urban League of Rhode Island has established an educational initiative which has mobilized the minority community to address the student drop out problem through an adult mentoring program. At-risk students are matched with adult volunteers who carefully monitor achievement levels to provide appropriate resources in response to student needs. There is also an early intervention component with an emphasis on developing reading skills; in this program, upper grade students tutor and counsel younger students.

* The United Way began a series of roundtable discussions for directors of community agencies that work with at-risk students. The United Way has offered venture grants for pilot programs in dropout prevention.

* Several of the City's traditional volunteer tutorial organizations are in the process of merging their individual agencies in order to provide more equal services to all the public schools.

In some instances, the Collaborative provided cross-fertilization. Some members of the Collaborative are members of Education Rhode Island, the Providence Education Fund, and other organizations. These people used their experience from the Collaborative to help other organizations and programs. For example, Robert Rice, chairman of the Collaborative's Management Team, chaired the Chamber's education division.

For other projects, the Collaborative's research generated or supported the idea behind a project. For example, the Providence School Department's decision to revise the role of its guidance counselors sprang directly from suggestions by participants in the Collaborative's winter and spring conferences and from recommendations made by the Collaborative's subcommittee on goals and objectives and Education Rhode Island's subcommittee on priorities. For virtually all of the projects and initiatives listed earlier in this chapter, the Collaborative helped to create the political climate and build the constituency that advocated and supported these proposals.

The Collaborative will continue to help to establish a political climate and build a constituency that will further the fight to reduce the city's dropout rate. Having done extensive research, the Collaborative can continue to provide detailed information about Providence's dropout problem and the resources currently available and additionally needed to solve this problem. Much more important, having brought together over 300 people interested in reducing the city's dropout problem, the Collaborative can continue to unify the efforts of organizations and individuals interested in the dropout issue.

Providence's dropout problem is complex. No one portion of the community, the School Department, the business community, the social services agencies, post-secondary education, or parents can solve the problem alone. The only possible way to solve the problem is through communication, collaboration, and the sharing of resources. After a planning year of research, collaboration, and constituency building, the Collaborative can now unite and support the forces which will reduce the number of young people who are destined for diminished opportunities and unfulfilling careers because they dropped out of school. The Collaborative can provide expanded opportunities and support for these at-risk students. The specific elements crucial to structuring the Dropout Collaborative are discussed in Chapter VI. A 21 month budget is found in the Appendix.

Initiative Two: Providence's Community-Based Case Management Dropout Prevention Program

The Collaborative's research and interviews showed that young people usually leave Providence's schools because they are faced with a combination of serious problems. The typical dropout has already failed a grade and consistently done poorly in academic work. He or she usually faces serious problems at home, ranging from being physically abused by an alcoholic father to having to support a drug dependent mother. Also, the typical dropout usually has a low sense of self-esteem and doubts if success in school or life is possible. He or she is not involved in any extra-curricular activities and receives no counseling or emotional support from adults.

While there are a number of programs in Providence that help students with one of their problems, the Collaborative's research revealed that there was almost no way for an at-risk student to receive comprehensive, coordinated help. Neither the schools, the community service agencies, nor the families has been able to provide many at-risk students with the

counseling, support, and referral services that they need. The consequence of this is an untenable situation: to get the help that they need, many at-risk students have to diagnose their own needs and then find, contact, and travel to the various individuals or organizations that can provide assistance. Not surprisingly, most at-risk students are not able to do this and never get all the assistance they need.

Given this situation, the Collaborative has designated as its first major thrust a Community-Based Case Management Dropout Prevention Program created by Providence's Community Centers. This program will provide, through a case management approach, the counseling and coordination of services that many at-risk students need. In this program, six of Providence's nationally honored community centers will organize comprehensive assistance pilot programs. In the first two years, each community centers will serve 25 fifth to ninth grade students from the community center's neighborhood. Each of the community centers involved is located in a neighborhood with low income and minority residents.

Each of the community centers will be responsible, in cooperation with the public schools, for determining the needs of participating students and coordinating and monitoring the delivery of the needed services. Each community center will provide some of the services that its twenty-five at-risk students need. For example, one community center might provide academic tutoring, personal counseling, family counseling, and recreational activities. For the other student needs, the community center might turn to the Collaborative's many social service agencies to provide drug or alcohol counseling and career guidance and job placement. Each community center would thus provide the services it was best able to provide and turn to the city's other agencies to fill in the gaps. The consent of a parent or a guardian is required.

The Collaborative's research revealed that there were many different areas where at-risk students need help. The Community-based Case Management Dropout Prevention Program will require each community center to offer help in the six areas where at-risk students often have trouble. These six areas are:

* academic performance
* home and family life
* sense of self and self-esteem
* health (including information and counseling on substance abuse, pregnancy, and parenting)
* employment and career guidance
* recreation and non-academic interests

The strengths of the Community-Based Case Management Dropout Prevention Program are many. The Collaborative's research and national research have shown that the most effective dropout prevention programs do not focus on problems separately. Rather, they recognize that at-risk students usually have many problems and need personal and comprehensive guidance. The Community-based Case Management Program provides a counselor who can provide this type of guidance. Moreover, the Community-based Case Management Program also offers help from within the students' neighborhood. For many at-risk students, school has been a place where they have failed. The community centers, located in all sections of the city of Providence, can offer a new locale, a place where the students can feel comfortable and close to home. Finally, the program exemplifies the unified spirit that the Providence Dropout Prevention Collaborative has built this year. The Community-based Case Management Program brings together community agencies, avoids the duplication of services, and offers comprehensive, locally based intervention to at-risk students. The community centers involved have completed their initial services planning.

Initiative Three: Improving the Providence School Department's Student Data Collection System

In researching Providence's dropout problem, the Collaborative staff discovered that many student records were incomplete and did not contain the information most needed for understanding at-risk students. This discovery corroborated comments made by many teachers who attended the Collaborative's winter and spring conferences and who joined the Collaborative's subcommittees. These Providence teachers claimed that it was too difficult to gain access to important information about their students. The teachers and the experience of the Collaborative's staff demonstrated that the Providence School Department needs to improve its data collection system in order to reduce the city's dropout rate.

In Providence, paper records are kept for each elementary school student. These records are not systematically maintained or formatted. Often they fail to record vital information about the student's academic or personal development. When students move on to middle school, a subset of these records are passed on and the original records are sent to the student records office in one of the city's elementary schools. While students are in middle and high school, computerized records are maintained. These records provide more extensive information, yet they still do not provide all the information that teachers and administrators need to best help an at-risk student.

In general, the records of Providence students reveal gaps of information that hinder the identification of and provision of assistance to helping at-risk students, the development of dropout prevention programs, and the creation of longitudinal studies of at-risk students. For example, if a student is retained in the first grade, his or her paper records usually do not reveal why he or she was held back, whether it was because of excessive absences, illness, or a reading deficiency. However this is precisely the information that teachers need in order to intervene successfully.

In order to make appropriate recommendations on how to improve the School Department's data collection system, the Collaborative examined hundreds of student records, discussed the system with the director of the data collection system, and consulted with a representative from International Business Machines (IBM). Using this information, the Collaborative developed specific recommendations that are described below. The Collaborative believes that updating and improving the data collection system would foster significant improvement in the school system's efforts to reduce Providence's dropout rate.

The strategies for improving information processing in the Providence Public Schools are:

- Present the recommendations of this assessment to senior School Department officials, stressing the importance of reliable, consistently available student-based information to dropout prevention programming.

- Urge the formation of a new committee of top level School Department officials, individual school administrators, teachers, guidance counselors, and systems analysts to examine ways of standardizing data collection and reporting systemwide, as well as to identify indicators which should be collected for every student as predictors of drop out.

The immediate changes needed are to

- Form a committee of informed individuals, as suggested above, to examine ways of implementing systemwide upgrading of information processing, with particular emphasis on dropout prevention data requirements.

- Prioritize the maintenance of databases throughout all students' school experience in Providence that accurately catalog their personal and academic development, as measured by indicators standardized systemwide, sorted by a Student Identification Number for each pupil.

- Redefine the current 'Exit Codes' used to denote student movements in and out of the school system. The current allocation of codes WV (voluntary withdrawal), NR (Non-returnee), WX (withdrawal by commitment), WP (withdrawal by doctor's permit) should be tightened to reflect the definition of dropout adopted by the Collaborative's Management Committee.

- Ensure that databases are maintained for every student in his/her elementary, middle and high school grades and that such information be available to home room and subject teachers, as well as to guidance counselors, at every grade during a child's schooling, with due attention paid to privacy and security.

- Educate principals, teachers, and guidance counselors about the importance of collecting, reporting and utilizing individual student data in both maximizing a student's ability to excel academically and in interpreting at-risk warning signs

- While the Superintendent's new Committee on Information Processing in the Public Schools would be charged with examining systemwide data requirements, the type of information which should be maintained on hard disk under each student's 'SIN' might include the following:

A. Student Identification Number (incl. School Code)
B. Student Name
C. Address
D. Telephone Number
E. Sex
F. Age
G. Race/Ethnicity
H. Grade Point Average
I. Standardized Test Scores
J. Probation/Suspension/Trouble With Law
K. Absenteeism Record
L. Tardiness Record
M. Number of Times Retained-in-Grade
N. ESL/Bilingual Program
O. Vocational/Magnet/Mainstream/College Prep Program
P. Free School Lunch Program

(The extent to which socio-economic/family information were collected would be a judgement for the Superintendent, his senior administrators, and the new Committee.)

The next set of strategies involve the implementation of an informed dropout prevention program through the upgrading of information processing in Providence's public schools. Essential to any hands-on programming for dropout prevention is early identification. Early identification demands accurate data - for every child. The first phase of any dropout prevention program in Providence must therefore be a staffed and funded commitment to a reinvigorated, systemwide information processing capability.

Making more information more available in the school system will require policy and program commitments in certain key areas of the current administrative structure and operation of the School Department. These key areas are:

- Senior level, systemwide policy.
- Computer hardware.
- Computer software.
- Data collection, reporting, storage and dissemination.

Each of these functional areas in which planned change is required is discussed below.

- Senior level, systemwide policy: The School Board and the senior administrators at the School Department should prioritize information processing upgrades for the coming academic year. The appointment of a committee should take place post haste in order that a report on the technical, legal and fiscal ramifications of substantial upgrade might be made within six months.

- Computer hardware: The following hardware upgrades to the school system's computer equipment should be evaluated with a view to implementation:
  (a) Upgrade the IBM 4331 mainframe at the Census/Data Processing Office to an IBM 4361, improving its processing speed and memory capacity from 1 megabyte to 4 megabytes.
  (b) Install two extra IBM 3370 hard disk drives for exclusive storage of individual student data.
  (c) Install enhanced IBM PC's in every public school in the city with IBM 3270 Remote Emulation capability to permit interfacing of IBM 4331 mainframe and the PC's, effectively linking the schools with the Census/Data Processing Office.
  (d) Install three more communications lines into the IBM mainframe to permit guaranteed access of each school to the central student databases.

- Computer software: The following software programs, designed specifically for use with IBM equipment in the management of substantial databases, should be purchased and installed:

(a) SQL/DS - a relational database package.
(b) QMF - a unique report-writing package which permits the extraction of particular information from large databases, extremely applicable to student profiling, aggregating/correlating variables, and longitudinal analysis.
(c) A security system which limits individuals who will access the system (either to enter or extract data) on a 'need to know' basis should be installed.

- Data collection, reporting, storage and dissemination: It should be a primary function of the School Board's School Department's proposed data policy committee (as recommended and outlined above) to decide who should be responsible for collecting, reporting and receiving data. Clearly, the current union negotiations geared to freeing guidance counselors to spend more time with students (another aspect of the Collaborative's goal initiatives), will prevent them from allocating more time to record-keeping. The following might serve as a basis for overcoming problems with the transmittal or flow of data:

  (a) Identify key individuals in each school who will be responsible for key-punching and receiving data from the mainframe computer via IBM PC's.
  (b) Establish a calendar which stipulates deadlines for the key-punching of data and the dates by which collated data will be processed and available to educators/personnel in each school.
  (c) Maintain hard disk files on every student in the system to be saved at least as long as each student remains within the school system and, preferably, long enough to permit longitudinal studies on 'at risk' and dropout characteristics.
  (d) Create a new position at the Census/Data Processing Office for an individual whose principal responsibility would be management of the individual student information system.

There is consensus among Collaborative members that accurate information about each student's personal and academic development is central to early identification of the at-risk condition.

A number of shortcomings in the current operation of the system has been identified earlier, in particular, its inability to store and rapidly access individual student files throughout each student's academic experience. The transmittal of information to and among schools was also found to be inadequate, the current system being at best an inconvenience to users of data.

Recommendations for improvements to the existing system are:

- A Committee on Information Processing in the Public Schools should be established to identify systemwide data needs and focus on ways of implementing facilities upgrades.
- Attention should be paid to both the clarification of Exit Codes (to ensure they coincide more accurately with the Management Committee's new definition of a dropout) and 'at risk' measures or indicators. Some suggestions were made regarding what measures might be useful, but final selection should be made by the Superintendent, his senior administrators, and the new Committee (see 1. above).
- A tentative program for computer hardware and software upgrades was outlined, together with a capital budget and a recommendation for the creation of a new position at the Census/Data Processing Office to oversee and manage the operation of information systems relating to individual student files.
- The education of principals, teachers, and guidance counselors in respect to the importance of reliable, consistent, and continually updated student information was identified as crucial to the success of any dropout prevention program. Further, the accurate and timely reporting of various types of student data, according to a strict calendar of deadlines, was seen as a prerequisite to any program's successful operation in the long term.
- A dropout prevention program, in tandem with a tailored information processing system, was deemed immediately realizable and viewed by the Collaborative as a top priority for the coming academic year.

CHAPTER VI

IMPLEMENTATION OF THE PLAN:

The Role of the Providence Dropout Prevention Collaborative, Monitoring and Assessing Impact, and Potential Problems

Introduction

The Collaborative is a unique organizational arrangement which provides a vehicle for the public schools, community-based agencies, the teachers' union, the principals' union, the Greater Providence Chamber of Commerce, post-secondary educational institutions, state and local government agencies and parents to guide, encourage, support, enhance and coordinate the delivery of community-based services to the Providence at-risk student. The Collabortative's goals, to increase the percentage of students who graduate from the Providence Public Schools and to maximize the opportunity for Providence students to graduate from secondary school, are served through the efforts of staff in the public schools and the Collaborative membership: an alliance of individuals and groups concerned about and working towards the prevention of public school dropouts. The Collaborative is not an arm of the School Department nor an incorporated organization.

The strategy for the dropout prevention plan for at-risk students will focus on the lack of established linkages to support students needing assistance for behavioral, health, emotional and economic issues which prevent students from goal achievement in educational and academic work and economic employment areas. These programs have as their goal the development of support to students so that they will achieve academic and employment goals. The Collaborative will identify the student needs and link the students with community-based organizations which can address these debilitating needs. This will help students who are at-risk early on as well as those who are thinking of dropping out. Early intervention to meet the educational and economic needs of students is one of the significant factors in retaining students in school.

Implementation of the goals of the Dropout Prevention Collaborative is the responsibility of school administrators, teachers, parents, business, post-secondary institutions and community agencies. There will be new programs and a restructuring of community based organization services to respond to at-risk students through a comprehensive manner which will better meet their needs.

This chapter will describe the role of the Collaborative in implementing the Dropout Prevention Plan; the legal and governing framework of the Collaborative; the organizational

relationship between the staff and the member agencies, the Collaborative's duties and responsibilities; its sources of funding. Included is a description of the work of key staff persons needed for implementation of the plan including the Collaborative Director, Research Associate and the community-based organization liaison. The function of the Collaborative in monitoring the programs is explained. Finally, potential problems in implementation of the plan are discussed.

Legal and Governing Framework

The essential characteristic of the Collaborative is its independence. While the mission of the Collaborative is to reduce the dropout rate and help students complete secondary school by increasing communication and collaboration among different groups in the city, the goals of the Collaborative can not become confused with the goals of each separate organization served by or participating in it. Therefore, in order to avoid any conflicts of interest, and in order that the Collaborative establish its own valid and healthy sense of self-interest, the subcommittee charged with the mission of examining alternative organizational structures and recommending one or more structure to the Management Committee of the Dropout Prevention Planning Process made several recommendations which were adopted by the Collaborative. The first is to have the Collaborative managed by an independent board of 15 members composed primarily of individuals who do not have a vested interest in one of the agencies served by the Collaborative. The board will foster commitment of individual members and make it a workable group. It will act as a policy steering committee and as advisor to staff.

A second recommendation is that the Collaborative formally establish an Advisory Council which would ensure direction from member organizations. This group will be composed of representatives from all the member agencies and schools involved. The Advisory Council will have a direct liaison with the Board of Directors. Two of the members of the board should serve on the Advisory Council,and, in addition, the Advisory Council will choose two representatives to serve on the Board.

Since a legally independent, non-profit 501(c)(3) organization for the Collaborative is not appropriate at the present time, it is recommended that the Collaborative become a separate independent organization under auspices which would allow for its incubation and growth. The University of Rhode Island's Urban Field Center has agreed to house the Collaborative for two years. In this arrangement the decision-making body of the Collaborative will be a separate Board made up of individuals from business, education, union,

community groups, and others. The Urban Field Center's fiscal agent is the University of Rhode Island Foundation. This unit will act primarily as a conduit for receiving and dispersing funds for the Collaborative. The Collaborative's Board of Directors will then remain independent, while avoiding many of the organizational, legal, and logistical problems that often confront a new program.

Association with the University of Rhode Island Urban Field Center will also have other advantages. Through it, the Collaborative will be able to purchase a low-cost benefits package for its staff. The Urban Field Center can also serve as a headquarters, reducing overhead and eliminating many logistical problems. Finally, the staff that is already at the Urban Field Center can provide support for the staff of the Collaborative. Since the initial staff will be a small core of one professional, this becomes even more important.

This structure is suggested for the first two years. It will provide both flexibility and support and will give the Collaborative a means by which to operate financially. It will allow the Collaborative the freedom to evolve as its Board, Advisory Council and staff determine most appropriate. For now, the Collaborative needs time to define its own mission and to establish its own identity. At the end of this period, an independent review of the structure will produce recommendations for the future. (See Diagram VI-One)

Relationship of Collaborative with the Providence Public Schools

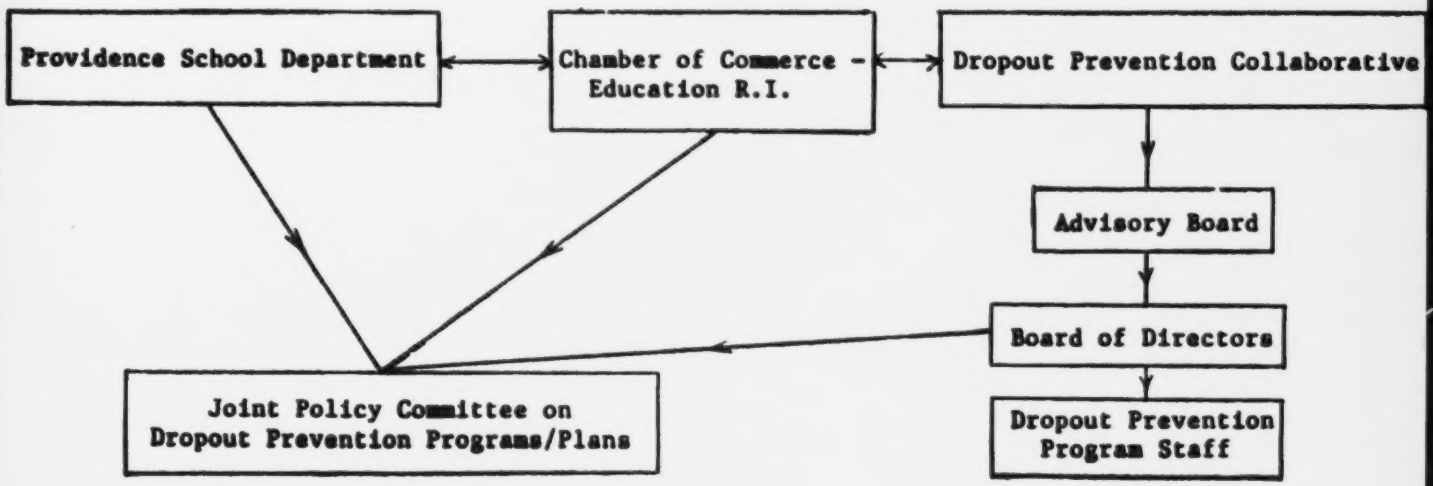
The kind of relationship that needs to exist between the Collaborative and the member agencies, in order to provide an environment in which its goals, strategies, and programs can be attained is best characterized as supportive, facilitating, coordinating, and enhancing.

Specifically, this relationship is primarily supportive and administrative. The staff of the Collaborative will work with heads of other organizations, teachers, counselors, the business community and the School Department Central Office. The Collaborative will not provide direct services to the students. Ample resources already exist in the community; the role of the Collaborative is to bring these groups together so that they know of each other and can use each other to best suit the needs of students who are having problems.

The key school personnel for the Collaborative agencies should be the guidance department of each school. However, it is recognized that in some cases, other persons in the school might act as necessary contacts. Therefore a two-part

Diagram VI- One

GOVERNING STRUCTURE: THE DROPOUT PREVENTION COLLABORATIVE AND ASSOCIATED ORGANIZATIONS


Providence School Department
Chamber of Commerce - Education R.I.
Dropout Prevention Collaborative
Advisory Board
Board of Directors
Joint Policy Committee on Dropout Prevention Programs/Plans
Dropout Prevention Program Staff

recommendation was approved by the Collaborative: first, that the Collaborative seek to work primarily through the guidance departments in the schools, while retaining the freedom to seek out other staff as contacts, if necessary. Second, that the Providence School Department reexamine the method by which guidance is provided in the schools, with the goal of increasing the time and number of opportunities that students have for actual guidance.

Diagram VI-Two depicts an organizational structure for the Collaborative. It suggests a wheel, with the governance structure and staff as the hub. On the rim of this wheel are located community organizations, each participating school, the Providence Chamber of Commerce, the School Department Central Office, and any other organization which can contribute resources to the dropout problem. The spokes of this wheel, with directional arrows at each end, represent the two-way communication that will take place between member agencies and the Collaborative. This communication would center around at-risk students and how to provide the most appropriate services for them, through the collaboration of resources.

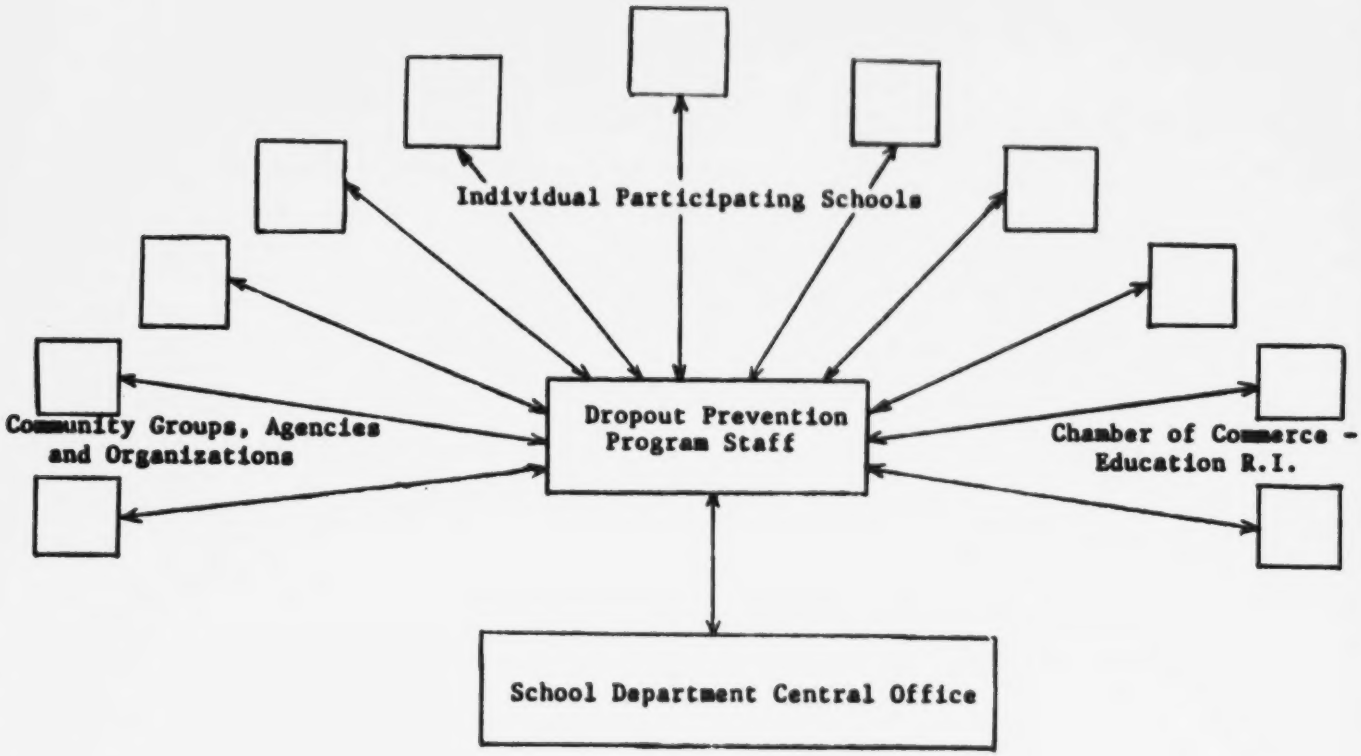
Duties of the Collaborative Staff

The central objective of the Collaborative will be to support and expand the coordinated thrust for dropout prevention between and among autonomous community agencies and to keep the issue of dropout prevention active in Providence. Its role includes assessing the needs of the at-risk student, bringing existing community resources together so that each is aware of the resources of the other, facilitating the joining of groups in responding to students with problems and identifying gaps between needs and programs to guide the creation of new, collaborative programs. In carrying out these and other responsibilities, the staff of the Collaborative will:

1) continue to place a comprehensive, coordinated community supported dropout prevention strategic approach in the forefront of dropout prevention activities in Providence.
2) maintain the issue of dropout prevention in the public policy arena, to inform the media and encourage print and electronic coverage of educational events --positive as well as negative;
3) disseminate research and information about dropouts, at-risk students and exemplary programs to the members of the Collaborative and the community-at-large;
4) hold meetings with the Providence representatives to the State Legislature and the City Council and the School Board and encourage support and expansion of the newly created programs and financial support;

Diagram VI- Two

OPERATIONAL FRAMEWORK OF THE COLLABORATIVE


Individual Participating Schools
Community Groups, Agencies and Organizations
Dropout Prevention Program Staff
Chamber of Commerce - Education R.I.
School Department Central Office

5) lobby the Providence School Department, as an informed broad-based independent organization, to institute structural changes in its response to the at-risk children it serves;
6) create a "hotline" information center for school administrators, teachers and counselors and for staff of local organizations who have questions about where to go or what to do when addressing the concerns of a specific student or groups of students;
7) identify potential problems for students through needs assessments;
8) gather information on trends and changes in the pluralistic communities of Providence;
9) identify gaps that may exist in the services that are available to at-risk students and to advocate among constituent agencies for the creation of new services or programs in accordance with the agreed upon priorities in this plan, the Board of Directors and the Advisory Council;
10) encourage different agencies and schools to work together by pointing out areas of mutual interest to the groups and by helping them develop plans to work together;
11) develop a financial strategy by which Dropout Prevention Programs as well as the Collaborative can continue to operate;
12) organize conferences and workshops for participating agencies on different topics related to the dropout problem and the resources available to meet them;
13) keep member agencies informed of new national initiatives, research and funding;
14) monitor the implementation of the Dropout Prevention Plan;
15) organize local neighborhood based meetings to hold two-way information sessions on dropout prevention, to initiate neighborhood programs among the local groups and parents;
16) other duties as directed by the Board of Directors and the Advisory Committee.

The staffing pattern will depend upon the funding level of the Collaborative. A useful model is a small core staff and the use a multiplier factor to impact the work. The proposed staff includes: a Collaborative Director; a Community Based Organization Program Liaison; a Research Associate and clerical support.

The Collaborative Director will organize the work of the Collaborative staff; inform the public about the Plan and its implementation and, in turn, be informed by the public; provide policy direction in concert with the governance structure; act as a liaison to the political/education community; monitor the dropout prevention programs of the member agencies; organize a major independent evaluation of

the Collaborative organizational structure and mission; and, in general, carry out the goals and objectives of the new grant submitted to The Ford Foundation for the funding of the implementation of this Plan and as found in Appendix A.

Some specific activities of the Collaborative in monitoring the Plan under the direction of the Collaborative Director will be:

. Identify, document and act as a resource for dropout prevention program initiatives;

. Research, adapt, and access assessment tools which will measure the effectiveness of dropout prevention programs for the use of the member agencies;

. Hold workshops for member agencies on evaluation techniques for dropout prevention programs which include the reasons for evaluation: learning, replicating and as a basis for funding;

. Identify resources for an independent intermediary agency to conduct a major evaluation/documentation process for the Collaborative during the new two implementation and building years.

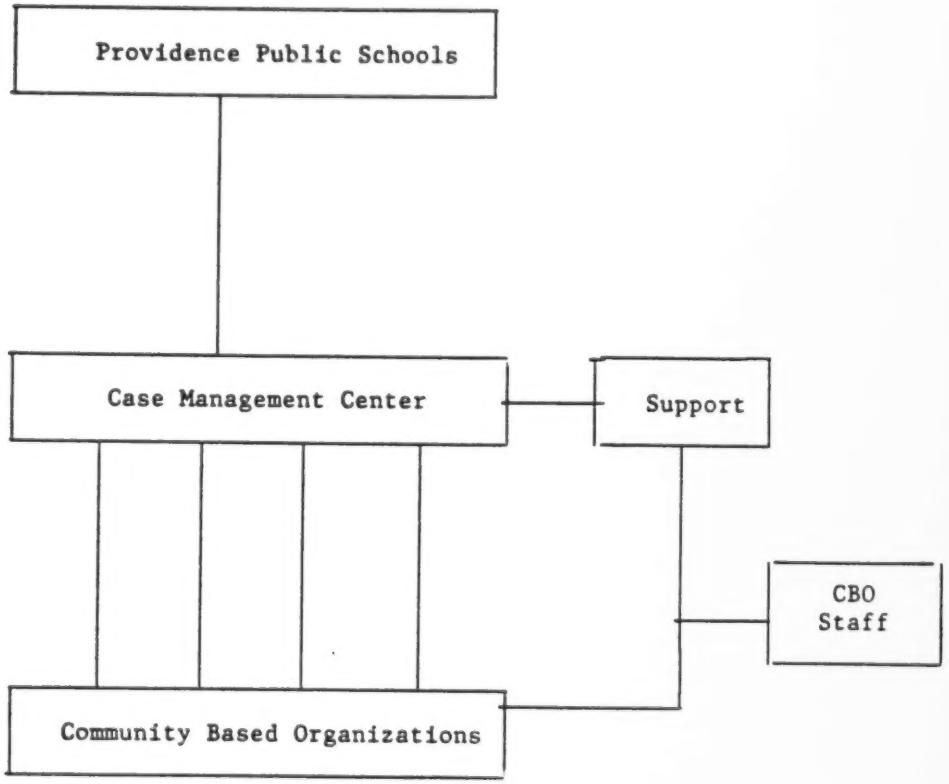
The Community Based Organization liaison staff position is designed to serve the educationally and economically disadvantaged students of the Providence Public Schools. This position will work directly with the community based organizations and the Providence Schools guidance counselors and teachers. The activities of the CBO liaison will provide career direction and personal/emotional support for the at-risk student by facilitating the cooperation between the Dropout Prevention Collaborative agencies and the Providence School Department. The first program to be initiated by the Collaborative will be the Case Management program of the Community Centers. This program, as described earlier, will provide case management for the potential drop-out student. It will bring together the resources of the community to meet the multi-problem needs of the student. The CBO Liaison will work directly with the Holistic program, acting as a support to the Center and networking with the community resources. (See Diagram VI-Three)

The CBO Liaison will carry out the following activities:

1) The CBO Liaison will meet with the principal and staff, together with the Community Center program coordinator, to determine which students will participate in this program. The students will be selected from the already identified at-risk student population;

Diagram VI-Three

Comprehensive Case Management Approach to At-Risk Students



2) The CBO Liaison will meet with the principal and staff together with the Community Center program coordinator to determine what services will be necessary to provide the appropriate support to the student;

3) The CBO Liaison will work with a variety of community based agencies who are members of the Collaborative including those in areas dealing with academics; self-esteem and self image; employment and career planning; health, drug and sexual concerns; home and family life and recreation;.

4) The CBO Liaison will determine where to locate the services for a participating student and coordinate the delivery of the needed services to the students;

5) The CBO Liaison will follow up the initial program placement with the community organizations and with the meetings with the principal, staff and Center. He/She will monitor the outcomes of the services;

6) The CBO Liaison will, to provide continuity, plan for a summer component. This component will include a continuation of academic learning and personal assistance.

The Research Associate/Community consultant will support the activities of the Collaborative Director and the CBO Liaison. He/she will continue to expand and update the Collaborative Community Organization Resource Directory; directly work with the Providence Schools in the implementation of the information systems reorganization; develop and implement a series of local neighborhood/school/community organization forums; continue to expand our resource/media center for current dropout prevention reports, exemplary programs; assist in organizing Collaborative meetings and conferences; and develop media information packets.

Funding

The cost of a Collaborative organization and possible sources of funding is a critical aspect of the implementation process. While there is a consensus among Collaborative agencies that a core staff and separate location is necessary for the success of the Collaborative, a constraint raised by representatives of different community organizations is the concern that the Collaborative not compete for funds with other non-profit organizations. Recommendations were developed which address these concerns.

Three scenarios characterize the suggestions for funding the Collaborative for 21 months. Scenario One, full funding, is $225,000 annually. The organizational structure will consist of a Collaborative Director, a Community Based Organization Liaison, a Research Associate/Community Liaison, and clerical support with an independent office within the URI Urban Field Center. Scenario Two, middle range funding, is $97,000. This funding would support a full time Collaborative Director, a nine months Community Based Organization Liaison, a half/time Research Associate/community consultant and a half/time clerical support. Scenario Three, minimum funding, is $60,000. The organizational structure will consist of a Collaborative Director/CBO Liaison; half/time Research Associate/Community Consultant and quarter/time clerical support. Programs will be funded separately. (See Budgets, Appendix B)

The funding strategies for this budget include a key aspect of commitment: membership donations paid by the different participating organizations. These donations would be requested in a range beginning with $50. Soliciting the donations would not appear to be a complicated procedure. Apart from the community organizations, the Providence School Department has agreed to make a significant contribution to the program. This would be a membership fee for the schools which are members of the Collaborative.

The Collaborative, if it does its job, will make participating organizations and the schools more effective. It will help each group better serve its target population and, in some respects, should lessen the workload of member organization staffs. For example, by serving as a control point and a clearinghouse where teachers and counselors can find programs for at-risk students, the Collaborative will help in the recruitment of appropriate clients for each organization. In addition, this contribution by agencies will help foster, and demonstrate, the commitment of participating agencies. This fee will also help keep the Collaborative from competing with member organizations for private funds.

While it is possible that as much as 25% of the Collaborative's budget in the first two years may come from membership contributions, the Collaborative will have to raise other money. In the first years, a significant source of funding are seed grants from private foundations. Potential sources of support would include national foundations as well as local foundations, as the Rhode Island Foundation. The latter has demonstrated an interest in education and the dropout problem and often gives seed grants for valuable and realistic programs. In seeking grants from foundations, it will be necessary for the Collaborative to demonstrate financial commitment from the community, so that the Collaborative will stand a reasonable chance of viability

when such grants are exhausted. Once again, we feel the commitment can best be demonstrated by membership contributions.

Another possible source of funding for the Collaborative would be through a legislative grant awarded by the State. With widespread community support, evidenced by financial commitment of participating agencies, such a grant is possible, especially if the state continues to operate with a surplus.

A final source of funding in the first years could be the business community, but this is not recommended to the Collaborative. Aggressively soliciting funds from corporations could put the Collaborative in competition with member agencies. The coordinator, to the greatest extent possible, should be free from fund raising to work on making the Collaborative successful, by working with the School Department and other groups to reduce the number of dropouts through a greater collaboration of efforts. This funding plan will help the Collaborative move toward this end.

Evaluation of the Intervention Strategies and Programs

Evaluation of the interventions will be designed to measure whether the Collaborative and its intervention strategies meet their goals. The Collaborative Director will be responsible for the overall management of the evaluation process. The Collaborative staff will act as a resource for the member agencies in the evaluation of their dropout programs by researching and modifying national evaluation tools and techniques for local cultural conditions. Dissemination to the member agencies will be through skills training workshops. The Collaborative will actively encourage the agencies to include measures of impact in every program developed for the at-risk student under their aegis. The use of evaluation outcomes as guides for future program development as well as for the basis for funding proposals will be stressed.

However, the Collaborative has discovered that many agencies are aware of the benefits of evaluation; lack of funding, the crisis nature of their work and the inertia of no previous serious track record in developing and utilizing evaluation measures as a part of their work are among the reasons that little current evaluation components exist. These awareness and skills training workshops and aggressive encouragement by the Collaborative staff will ameliorate these factors. In addition, many of the new funding sources which the Collaborative will help generate for its constituent agencies' new or structured programs will demand a means of measuring the impact on the at- risk student. Nonetheless, even if each of the individual agencies and

school programs were evaluated, the key notions upon which the Collaborative was built, a comprehensive, informed, coordinated approach to dropout prevention and constituency building for public education efforts, would not be fully measured. Therefore the Collaborative itself, in its first year of operation, will identify resources with which to contract. An independent, national/regional technical assistance intermediate agency will be identified which will measure the impact of the Collaborative; its organizational model; its ability to keep the dropout issue highly visible in the educational public policy arena; its success in convening all community groups concerned about at-risk students to work with the public schools; the impact of its work on reducing the level of dropouts in Providence schools and nurturing the at-risk student by providing opportunities for them to succeed.

Although two years may be too short a time to fully realize these objectives, an important indices in the success of the Collaborative will be in its ability to assist in institutionalizing programs which work. The Collaborative's ability to move its work forward and to sustain the momentum begun in the last planning year will be measured. The questions below will provide the framework of the specific evaluation design.

The general question is: Has the percentage of students who graduate from the Providence Public Schools increased in the first five years of the Plan?

The specific question is: Has the Collaborative maximized the opportunities for the Providence students to graduate from secondary school?

These questions will be addressed through formative and summative evaluation of the impact of the intervention strategies on the at-risk students during the first two years of the Collaborative.

Intervention One: The Continuation and Expansion of the Providence Dropout Prevention Collaborative

The criteria includes measuring:

. Whether the Collaborative coordinated communications between agencies and individuals who work with the at-risk youth and the public schools;

. Whether the Collaborative continued to provide information about the dropout rate, the needs of the students and the programs that address these needs;

. Whether the Collaborative established the implementation of the Dropout Plan as a priority within the Providence community;

. Whether the Collaborative kept the dropout prevention issue in the forefront of educational and community concerns;

. Whether the Collaborative continued to convene all relevant groups to address the dropout issue;

. Whether the Collaborative functioned to encourage the development of new strategies and initiatives and evaluation of current programs;

. Whether the Collaborative established a close and continuing relationship for all components of the community, the school, and the at-risk student;

. Whether the Collaborative built a constituency which supports public education initiatives to prevent dropouts;

. Whether the Collaborative became an advocate for the at-risk student.

Intervention Two: The Initiation, Support and Coordination of Community Agency Programs to Meet the Needs of the At-Risk Student and Support the Public Schools Academic and Social Initiatives to Meet the Needs of the At-Risk Student

The intervention program which will pilot this strategy is the Providence Community Centers' Community Based Case Management Dropout Prevention Program. The criteria includes measuring:

. Whether this program organized the individual interventions for the at-risk child;

. Whether information was able to flow between teachers and Collaborative agencies;

. What were the perceptions of the students involved in this program of its effectiveness;

. What were the perceptions of the teachers and staff involved in this program of its effectiveness;

. Is case management a cost-effective use of funds to impact student dropouts;

. What is the level of student performance subsequent to the initiation of the case management approach;

. Does this program provide an advocacy role for students at risk;

. Does this program provide support for students' personal concerns and problems involving drugs, sexuality, self-esteem, familty and nutrition;

. Did this program provide information and assistance to Providence School Department guidance counselors?

Under this program the evaluation design will include identification of a cohort of at-risk students in grade 9, following them thrugh until grade 12 and measuring whether this program has made a difference in their academic achievement. How different is the dropout rate among those students who have stayed with the system from 9th through 12th grade from those who have come in and out of the system.

Intervention Three: Improving the Providence School Department's Student Data Collection System

The criteria measures :

. Whether the School Department's current information collection system is upgraded in hardware and programs;

. Whether a continuous inputing system is developed about students so that as they move from grade to grade and school to school the information remains current and moves with them;

. Does this provide teachers and administrators easier access to comprehensive student information;

. Does the system develop a profile to use longitudinal information about the at-risk student;

. Is the information delivered in an accessible and timely fashion;

. Are the exit codes and other formats of information collection restructured so as to provide useful information for monitoring the trends of dropouts in Providence?

The processes involved are, in part, dependent upon the Collaborative Resources. An independent professional evaluator will be under contract with the Collaborative to assist in the evaluation activities. With minimum funding this service will support documentation of all major events of the Collaborative; records will be kept; assessment of certain key questions will be made. These questions will include the oeverriding question: Do these programs make a difference in keeping students at-risk in school until they graduate?

The Collaborative is committed to identifying funds to support a two-year documentation/evaluation project which will examine the original model of the Collaborative and its participatory, independent, community based approach and measure whether it has met its overall goals of reducing the dropout rate and providing opportunities for students to graduate from secondary school. A research design will be developed which will relate criteria to process to expected outcomes.

Problems in Implementation of the Plan

The Management Team does not foresee major or insurmountable obstacles to the implementation of the plan. The structure of the process used to develop the Plan and the broad base of support from diverse segments of the community should mitigate against major obstacles developing which would impede the goals of the Collaborative. It is only realistic to expect, however, that as a new model for affecting change in a very traditional city, some problems are likely to occur.

Given the broad array of community groups represented in the Collaborative, the most probable anticipated concerns will be the need to sustain their collective and individual commitment to the goals of the collaborative and their willingness to prioritize their resources to give attention to identified needs while at the same time recognizing the independence and expertise of individual organizations.

The Collaborative should be in a firm position to actively sustain the member agencies commitment with the effective intervention of the Collaborative Executive Director. This position will nurture the growth and development of the collaborative process and provide the basis for response to any issues or concerns which might arise. The availability of individual attention and technical assistance to the member community-based organizations will sustain the focus and goals of the Collaborative as well as providing a feedback mechanism to the governing Board. The very makeup of the Board will allow for fair representation of member organizations. It will, however, be incumbent upon the governing board of the Collaborative to ensure a process where input from all involved segments of the community is sought, respected and integrated into planning and program development efforts.

The Committee on structure has recommended and the Management Team has endorsed the notion of locating the Collaborative at the Urban Field Center while providing for its organizational independence from the Field Center. This committee also wisely recommended that this structure be reevaluated in two years to determine if this idea still

meets the needs of the member agencies and is consistent with Collaborative goals. Built into the plan from its inception has been the notion of independence from any particular influence(s). Given the history of Providence, the structural development of the Collaborative has recognized difficulties inherent in establishing a broad base of support in the city when one element is usually predominant.

In order to assist member agencies to fulfilling their desire to participate in meeting collaborative goals, the Collaborative staff will function as the primary source of program development for program ideas that require funding. Individual agencies have indicated a willingness to reallocate agency resources to meet collaborative goals where possible. In these cases, specific attention and assistance will need to be offered by the Collaborative staff to developing an integrated approach to implementing these plans in a timely manner. In all instances, support for well-designed initiatives must be offered. In instances where external funding is required, the staff should function as technical assistance provider, recognizing that independent agencies must set their own agendas while encouraging support for and response to the Collaborative's goals. The individual integrity and independence of member agencies must be respected to ensure that turf battles do not evolve. Again, sensitivity to these issues and the ability of staff and the governing board to provide assistance should preclude the development of such problems.

As in most new undertakings, it is difficult to predict future problem areas. It is certain that some will arise. The ability of the Collaborative to recognize and respond to those that surface is the most important factor in its successful development. The very process that has been taken place over the course of the past year has identified many of the potential trouble spots and attempted to address them as they surfaced. This sensitivity to the true intent of a broad based effort focused on particular goals is the Collaborative's strongest asset in approaching the implementation of its Plan.

APPENDIX A

Goals and Objectives for the New Ford Foundation Proposal

GENERAL GOAL: To continue and expand the Providence Dropout Prevention Collaborative so as to sustain and deepen the Community's interest in and concern for dropout prevention for at-risk students.

SPECIFIC GOAL: To support and extend the coordinated thrust for dropout prevention by implementing and continuing to develop the comprehensive, locally based, culturally sensitive Providence Dropout Prevention Plan to decrease the rate of dropouts in the Providence Schools and increase the opportunities for at-risk students to graduate from high school.

OBJECTIVES:

Objective 1: To establish the implementation of the Providence Dropout Prevention Strategies Plan as a priority of public concern through a public monitoring process of dialogue and dissemination; to keep the dropout prevention issue active in the Providence Community;

Objective 2: To continue, maintain and expand the Collaborative by a continuous process of convening all relevant groups as community agencies, the Providence Public Schools, the business community, the teachers union, the post-secondary institutions, government agencies and parents to address the dropout issue;

Objective 3: To document dropout prevention initiatives emerging in Providence and encourage independent assessment of the effectiveness of the interventions for the at-risk student;

Objective 4: To develop new strategies and initiatives by building upon the current Dropout Prevention Plan, continuing its comprehensive, information-driven approach joined with active encouragement of Collaborative agencies to explore new programs or restructure current ones to meet the needs of the at-risk student;

Objective 5: To support and expand the Collaborative as a coordinated thrust for dropout prevention between and among community agencies, the business community and the public schools where each will be equal in responsibility and accountability; to establish a close and continuing structure for all components of the community, the schools and the at-risk student; to build a constituency which supports public education initiatives to prevent dropouts; to be an advocate for the at-risk student.

APPENDIX B

Budget

INTERVENTION ONE:

PROVIDENCE DROPOUT PREVENTION COLLABORATIVE

PROVIDENCE COLLABORATIVE BUDGET
January 1988 - September 1989

A. PERSONNEL	FORD REQUEST	OTHER	TOTAL
1) **Collaborative Director** 2/3 for 18 months @ $21,336 annually	$21,336	$16,009	$37,345
2) **Community-Based Organization Liaison** @ $19,600 annually	$0.00	$34,300	$34,300
3) **Research Associate** 50% for 18 months @ $15,700 annually	$11,772	$15,702	$27,474
4) **Clerk** 30% for 21 months @ $15,000 annually	$7,875	$18,375	$26,250
Subtotal Personnel	$40,983	$84,386	$125,369
Fringe Benefits @ 22%	$9,017	$18,565	$27,582
Total Personnel	$50,000	$102,951	$152,951

continued next page. . .

PROVIDENCE COLLABORATIVE BUDGET
January 1988 - September 1989
(continued)

B. NON PERSONNEL	FORD REQUEST	OTHER	TOTAL
* 1) Contractual Services	$8,000	$30,000	$38,000
** 2) Collaborative Meetings	$8,000	$1,000	$9,000
3) Out-of-State Lodging and Meals	$3,000	$1,500	$4,500
4) Travel (In/Out of State)	$2,000	$500	$2,500
5) Supplies	$3,000	$2,000	$5,000
6) Development/Production of Related Materials (newsletters, training materials, video tapes, monographs and resource directory)	$16,000	$5,000	$21,000
7) Communications	$10,000	$2,600	$12,600
TOTAL NON PERSONNEL	$50,000	$42,600	$92,600

PERSONNEL & NON PERSONNEL

GRAND TOTAL	$100,000	$145,551	$245,551

* Independent evaluation, training, other.

** Including collaborative meetings every 2 months and Board and Advisory Committee meetings monthly.

INTERVENTION TWO: PILOT ONE COMMUNITY CENTER

Community-based Case Management Dropout Prevention Program

BUDGET: 24 Months

A. Community Center Personnel

Clerical	10%	$2,400
Administrator	15%	2,500
Case Manager	100%	42,000
Counselor	50%	16,000
Education Co ordinator	25%	8,000
Caseworker	25%	8,000
Career Counselor	10%	3,000
Health	10%	3,200
Subtotal		$85,100
Fringe	18%	$15,318
Personnel Total		**$100,418**

B. Consultants

Coordinator (1/6th time)		$3,000
Fringe at 18%		540
Subtotal		$3,540
Psychologist	$150 x 24 months	$3,600
Consultant Total		**$7,140**
Total Program Budget		**$107,558**

C. Last Dollar Payment Pool* $200,000

*These funds will be separately managed and used as a last resort for human and medical services not available at the Center with parent/guardian consent.

INTERVENTION THREE:

UPGRADE AND MAINTAIN INFORMATION SYSTEM

A. Create a new position at the Census/Data Processing Office to deal specifically with management of individual student computer recorders ..... $45,000 (annually)

B. Upgrade computer skills of hire school clerk for computer (1/2 time) for each school in Providence ..... $300,000 (annually)

Subtotal A and B $345,000

* C. Install the following computer hardware upgrades to the computer system:

i. Upgrade IBM 4331 to IBM 4361 ..... $40,000

ii. Install two (2) IBM3370 disk drives $20,000

iii. Install an enhanced IBM PC with Remote Emulation in each school $80,000

iv. Install three (3) communication lines $10,000

Subtotal C $150,000

Grand Total $495,000

*** C is a one-time, estimated capital outlay**

APPENDIX C

Subcommittee Reports

Providence School Department
Dropout Prevention Program Collaborative

REPORT TO THE MANAGEMENT COMMITTEE
BY THE SUBCOMMITTEE ON DROPOUT INTERVIEWS

(SUBCOMMITTEE #1)

Co-Chairs: Jose Gonzalez
Joseph Tracy

Members: Roosevelt Benton, Sylvia Blackman, Judith Bland, Malvene Brice, Kai Cameron, Melvin Clanton, Linda Coleman, Phyllis Daly, Calvin Drayton, Phyllis Field, Thomas Flaherty, Stanley Freedman, Gayla Gazerro, Charles Gormley, John Hazard, James Howard Jackson, Linda Jones, Linda Klepper, Torra Kue, Priscilla Mello, Bill O'Hearn, John Ramos, Susan Santos, Sara Smith, Kristy Sousa, Frank Sullivan, Seath Tho, Mebba Underdown, George Yanyar, Arlene Young

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A University of Rhode Island/Providence School Department Partnership Program

STUDENT INTERVIEWS - AT RISK STUDENTS AND DROPOUTS

The following student interview tabulations involve ALP, Central, and Hope high schools; and Perry, Bridgham, Roger Williams and Nathan Bishop middle schools. The report also includes a total of 41 interviews conducted by community groups.

Section I presents a profile of the students interviewed. Section II is a summary of student responses. Section III lists students' comments that were derived from the interviews. Section IV contains observations and problems concerning the questionnaire format and conducting of the interviews.

Reference should be made to the summary findings, organized by interview type (middle school; high school; Mt. Pleasant group; community based - "at risk"; and community based - dropout) as presented on the six accompanying questionnaire data sheets.

Also, a series of tabulated appendices provide detailed responses by students to the more qualitative questions.

TOTAL NUMBER OF STUDENTS INTERVIEWED: 49 (26 middle school
23 high school)
12 (Mount Pleasant)
49 (Community based)
110 TOTAL AS OF 8/11/87

I. STUDENT PROFILE

The interviewees were students enrolled in ALP, Central, and Hope high schools; and Perry, Bridgham, Roger Williams and Nathan Bishop middle schools. The interviews were conducted one-to-one involving the student and the interviewer. One group interview was conducted at Mt. Pleasant High School involving two interviewers and twelve students. The participating students were hand-picked by school principals and guidance counselors as representing students at-risk of dropping out of school. The indicators were a combination of those mentioned earlier in this report.

40.8% of the students interviewed were white; 24.5% black; 14.3% hispanic; 8.7% Portuguese; 4.1% Cape Verdian; 2.0% Asian; and 6.1% American Indian.

The participants from the Mt. Pleasant group interviews were 33.3% white; 25% black; 25% Hispanic; 8.3% Cape Verdian; and 8.3% Asian. There were no Portuguese or American Indians in this group.

The community based interviews were divided into two sections: one addressed at-risk students and one addressed dropouts. Participants in this group were, for "at risk" students, 33.3% white 50.0% black; 11.1% Hispanic; 5.6% American Indian; and 0% Asian, Cap

Verdian and Portuguese. Figures for dropouts were 38.7% white; 38.7% black; 6.4% hispanic; 12.9% Portuguese; 3.2 % American Indian; and 0% Asian and Cape Verdian.

II. SUMMARY OF STUDENT RESPONSES REGARDING QUALITY OF SCHOOL LIFE AND POTENTIAL FOR DROPPING OUT

There were several survey questions that were designed to assess the students' quality of life in school and potential for dropping out. These responses are summarized in this section.

A. Enjoying School and Last Enjoyable Grade

Most of the students reported that they enjoy school: 62% of the individual interview students, 80% of the group interview students, and of the community based students 76.5% of at risk students and 29.2% of dropouts.

What happened after the last enjoyable grade of school?

Last enjoyable grade - 6:

- "Too much work and it got harder".
- "The teacher, she was good to me".
- "The school was too big".

Last enjoyable grade - 7:

- Miss the field trips.
- Knew all teachers and principals in the old school. Went there a long time.
- "Teachers got mean".
- "More grown up responsibilities now".

Last enjoyable grade - 8:

- Work was easier, field trips better.
- "More classes, more responsibilities".
- Not that much fun anymore.

Last enjoyable grade - 9:

- "Work became harder".

B. Extracurricular Activity

Of all the students interviewed 17% were involved in extracurricular activities. The activities listed include art, dance, basketball, softball, Student Council, and Travelers Club.

Students who do not participate in extracurricular activities responded in the following manner when asked the reason for their lack of involvement (ranked by frequency of occurrence):

- [Student could/would not articulate a reason]

- "Not interested"

- Offered activities do not interest student
  (Desired activities include sports,
  track and auto mechanics)

- Student had other commitments
  (Family and work were specifically mentioned)

The following two responses for the question regarding lack of participation in extracurricular activities are not grouped in the percentages above:

- The other kids (in the activity) are too punky.

- To participate you must have prep courses ie. business.

C. Possibility of Student Dropping Out

A slight minority of the students interviewed have considered dropping out: 42% of the individual interviews. The group interview was divided equally on this question. Of the "at risk" community based interviews, 64.7% had considered dropping out of school.

III. STUDENT COMMENTS

The following statements represent the most common responses students had when asked to contribute additional comments and opinions. The statements are direct quotes from the students.

- "School is boring and a waste of time".

- "It's hard to get up in the morning to go to school".

- "The school should have a football team".

- "The work got harder after 8th grade".

- "There's too much work".

- "Teachers holler too much for no reason".

- "The classrooms are too hot at the end of the year".

- "Sometimes I feel like I want to give up with my classes because I don't do well".

- "When I'm in a bad mood, when I don't feel good I just stay home".

- "Teachers don't care about you. They just care about making the money".

- "The school doesn't understand if you have a problem at home. I might not want to work because of things at home and because of that I'm sent to the discipline room".

IV. OBSERVATIONS AND PROBLEMS IN CONDUCTING QUESTIONNAIRES

Representatives from community organizations who are a part of this project were concerned that students would not answer the survey questions as truthfully with the Urban Field Center staff as they would with people from the community organizations who many of the students knew and trusted. They were also concerned that the student participants selected by school staff would not be a good representation of the cross section of at-risk students. This belief was reinforced by the obvious frankness of students with community group representatives in their responses to question 20.

The at-risk questionnaires were directed toward students who are in danger of dropping out of school. Principals and guidance counselors selected the students to be interviewed, some of who were involved in dropout prevention programs. Although these students are considered at-risk by those who selected them for the interview, most of the students responded that they have not considered dropping out. This situation suggests that either the students are not aware of their vulnerability or the professionals who work with them wrongly perceive that the students are potential dropouts.

Interviews by community representatives of Subcommittee #1 will continue throughout the summer and a more detailed analysis will be forthcoming by September, ready for inclusion in the Dropout Prevention Strategies Plan.

SUBCOMMITTEE #1 DROPOUT PREVENTION COLLABORATIVE

AT-RISK INTERVIEW - MIDDLE SCHOOLS

1. PRESENT SCHOOL: Interviews were conducted at the following middle schools:
   Oliver H. Perry
   Bridgeham
   Roger Williams
   Nathan Bishop

2. SCHOOLS PREVIOUSLY ATTENDED (see appended table)

3. WERE YOU BUSSED TO SCHOOL? 11 (42.3%) = YES 15 (57.7%) = NO

4. STUDENT'S PRESENT GRADE 7th. = 18 (69.2%) 8th. = 8 (30.8%)

5. HAVE YOU EVER REPEATED A GRADE? 20 (76.9%) = YES 6 (23.1%) = NO

6. INTENDED COURSE OF STUDY IN HIGH SCHOOL

   6 (23.1%) BUSINESS 6 (23.1%) VOCATIONAL 1 (3.8%) COLLEGE PREP

   8 (30.8%) GENERAL 0 (0.0%) MAGNET 3 (11.5%) ESL/BILINGUAL

   0 (0.0%) OTHER 5 (19.2%) UNDECIDED

7. DO YOU HAVE CAREER PLANS 12 (46.2%) = YES 14 (53.8%) = NO

8. WHAT IS YOUR FAVORITE SUBJECT IN SCHOOL? (see appended table)

9. ARE YOU INVOLVED IN EXTRA CURRICULAR ACTIVITIES IN SCHOOL?

   7 (26.9%) = YES
   19 (73.1%) = NO IF "NO", WHY NOT? (see appended list)

**THE FOLLOWING QUESTIONS 10 AND 11 ARE OPTIONAL.
THE STUDENT DOES NOT HAVE TO VOLUNTEER THE ANSWER.

10. RACE: 11 (42.3%) = WHITE 6 (23.1%) = BLACK 3 (11.5%) = HISP.

    1 (3.8%) = ASIAN 0 (0.0%) = CAPE VERDIAN 2 (7.7%) = PORTUG.

    3 (11.5%) = AMERICAN INDIAN 0 (0.0%) = OTHER

11. GENDER 19 (73.1%) = M 7 (26.9) = F

12. AGE IN GRADE (SEE APPENDED TABLE)

13. DO YOU ENJOY GOING TO SCHOOL? 14 (53.8%) = YES 6 (23.1%) = NO
    6 (23.1%) = SOMETIMES

IF "NO" PLEASE EXPLAIN (SEE APPENDED LIST)

14. WHAT WAS THE LAST GRADE IN WHICH YOU ENJOYED SCHOOL?

(SEE APPENDED TABLE)

14a. WHAT HAPPENED THEN AND AFTER THAT? (In elementary and/or middle school) (SEE APPENDED LIST)

14b. WHAT COULD BE DONE TO KEEP YOU IN SCHOOL? (APPENDED LIST)

15. DO YOU HAVE A JOB? 12 (46.2%) = YES 14 (53.8%) = NO

IF "YES" WHERE DO YOU WORK? Daycare, RIGHA, Milk store,CEDAR, Prov. Journal,drugstore

WHAT DO YOU DO? Babysits,contracting/painting,deliver papers, cashier

HOW MANY HOURS A WEEK? 5-15 HOURS = 6
16-25 HOURS = 3
26-35 HOURS = 2

16. DO ANY OF THE FOLLOWING EXAMPLES HAVE AN EFFECT ON YOUR DECISIONS ABOUT STAYING IN SCHOOL? PLEASE CHECK ALL THAT APPLY.

9	SCHOOL RULES	12	DISCIPLINE REASONS (suspension, probation, arguements, expulsion)
13	TEACHER(S)		
5	CURRICULUM/CLASSROOMS	4	OTHER STUDENTS
8	FAMILY/HOME LIFE	4	PERSONAL REASONS (Specify)
3	SAFETY CONCERNS	6	PREGNANCY
7	ACTUAL EMPLOYMENT	3	INTENDED EMPLOYMENT
13	NUMBER OF DAYS ABSENT	10	GRADES
5	FEELING THAT YOU DON'T BELONG		

COMMENTS (SEE APPENDED LIST)

17. HAVE YOU EVER BEEN OFFERED ACADEMIC ASSISTANCE (ie. tutoring), GROUP OR PERSONAL COUNSELING?
15 (57.7%) YES 11 (42.3%) NO 0 (0.0%) NOT INTERESTED

17a. IF "YES" PLEASE INDICATE THE TYPE OF OFFERED ASSISTANCE
(13) = Tutoring (2) = Counseling

17b. IF "YES" WHY ISN'T IT WORKING? (SEE APPENDED LIST)

17c. IF "NOT INTERESTED", WHY? (NO COMMENTS)

18. HAVE YOU TALKED WITH ANYONE ABOUT DROPPING OUT? 10 (38.5) = YES
16 (61.5) = NO

PLEASE CHECK ALL BELOW THAT APPLY.

7 (27.0%)	GUIDANCE COUNSELOR	5 (19.2%)	TEACHER(S)
11 (42.3%)	PARENT(S)/GUARDIAN(S)	5 (19.2%)	STUDENTS
12 (46.2%)	FRIENDS	8 (30.8%)	BROTHER/SISTER
6 (23.1%)	RELATIVES	1 (3.8%)	OTHER

COMMENTS

19. WHO DO YOU LIVE WITH? MOTHER = (9) FATHER = (3) BOTH = (10)
MOTHER & BROTHER = (1) MOTHER & SISTER = (1)

19a. TOTAL NUMBER OF BROTHERS AND SISTERS

19b. YOUR BIRTH ORDER : 1st (26.9%);2nd (30.8%);3rd (26.9%);
5th (3.8%);6th (3.8%);last (7.7%)

19c. WHO IN YOUR FAMILY AGE 16 OR OVER HAS COMPLETED SCHOOL? 8 = MOTHER 2 = FATHER 4 = BOTH 12 = NEITHER

OTHERS: BROTHER
SISTER
BROTHER AND SISTER
UNCLE

19d. ARE YOUR PARENTS/GUARDIANS SUPPORTIVE OR OPPOSED TO YOUR DROPPING OUT?
7 (26.9%) = SUPPORTIVE;
11 (42.3%) = OPPOSED
8 (30.8%) = UNDECIDED

20. IS THERE A HISTORY OF ALCOHOL, DRUG ADDICTION OR ABUSE OF ANY SORT IN YOUR FAMILY?
2 (7.7%) = YES
11 (42.3%) = NO
13 (50.0%) = NO COMMENT

IF "YES" WILL YOU BE WILLING TO SPECIFY? (SEE APPENDED LIST)

SUBCOMMITTEE #1 DROPOUT PREVENTION COLLABORATIVE

AT-RISK INTERVIEW - HIGH SCHOOLS

1. PRESENT SCHOOLS: Interviews were conducted at the following high schools:
Central
Mt. Pleasant
Hope
Alternate Learning Project

2. SCHOOLS PREVIOUSLY ATTENDED (see appended table)

3. WERE YOU BUSSED TO SCHOOL? 5 (21.7%) = YES 18 (78.3%) = NO

4. STUDENT'S PRESENT GRADE: 9th.= 11; 10th.= 3; 11th.= 8; 12th.= 1

5. HAVE YOU EVER REPEATED A GRADE? 8 (34.8%) YES ; 15 (65.2%) NO

6. COURSE OF STUDY IN HIGH SCHOOL

2 (8.7%) BUSINESS 2 (8.7%) VOCATIONAL 2 (8.7%) COLLEGE PREP

14 (60.9%) GENERAL 2 (8.7%) MAGNET 1 (4.3%) ESL/BILINGUAL

0 (0.0%) OTHER

7. DO YOU HAVE CAREER PLANS 20 (87.0%) = YES 3 (13.0%) = NO

8. WHAT IS YOUR FAVORITE SUBJECT IN SCHOOL? (SEE APPENDED TABLE)

9. ARE YOU INVOLVED IN EXTRA CURRICULAR ACTIVITIES IN SCHOOL?

3 (13.0%) = YES
20 (87.0%) = NO IF "NO", WHY NOT? (SEE APPENDED LIST)

**THE FOLLOWING QUESTIONS 10 AND 11 ARE OPTIONAL.
THE STUDENT DOES NOT HAVE TO VOLUNTEER THE ANSWER.

10. RACE : 9 (39.1%) WHITE 6 (26.1%) BLACK 4 (17.4%) HISPANIC

0 (0.0%) ASIAN 2 (8.7%) CAPE VERDIAN 2 (8.7%) PORTUG.

0 (0.0%) AMERICAN INDIAN 0 (0.0%) OTHER

11. GENDER : 9 (39.1%) = M 14 (60.9%) = F

12. AGE IN GRADE: (SEE APPENDED TABLE)

13. DO YOU ENJOY GOING TO SCHOOL?
17 (73.9%) = YES 4 (17.4%) = NO 2 (8.7%) = SOMETIMES

IF "NO" PLEASE EXPLAIN (SEE APPENDED LIST)

14. WHAT WAS THE LAST GRADE IN WHICH YOU ENJOYED SCHOOL?
(SEE APPENDED TABLE)

14a. WHAT HAPPENED THEN AND AFTER THAT? (In elementary and/or middle school) (SEE APPENDED LIST)

14b. WHAT COULD BE DONE TO KEEP YOU IN SCHOOL (APPENDED LIST)

15. DO YOU HAVE A JOB? 8 (34.8%) = YES 15 (65.2%) = NO

IF "YES", WHERE DO YOU WORK? Restaurant,market,bakery, bakery, bowling alley

WHAT DO YOU DO? Cashier,cook,stock shelves,clerk,wairess,aide

HOW MANY HOURS A WEEK? 5-15 HOURS = 2
16-25 HOURS = 5
26-35 HOURS = 2

16. DO ANY OF THE FOLLOWING EXAMPLES HAVE AN EFFECT ON YOUR DECISIONS ABOUT STAYING IN SCHOOL? PLEASE CHECK ALL THAT APPLY.

7	SCHOOL RULES	2	DISCIPLINE REASONS (suspension, probation, arguements, expulsion)
10	TEACHER(S)		
7	CURRICULUM/CLASSROOMS	3	OTHER STUDENTS
10	FAMILY/HOME LIFE	3	PERSONAL REASONS (Specify)
4	SAFETY CONCERNS	0	PREGNANCY
1	ACTUAL EMPLOYMENT	0	INTENDED EMPLOYMENT
8	NUMBER OF DAYS ABSENT	7	GRADES
4	FEELING THAT YOU DON'T BELONG		

COMMENTS : (SEE APPENDED LIST)

17. HAVE YOU EVER BEEN OFFERED ACADEMIC ASSISTANCE (ie. tutoring), GROUP OR PERSONAL COUNSELING?

11 (47.8%) = YES; 12 (52.2%) = NO; 0 (0.0%) = NOT INTERESTED

17a. IF "YES" PLEASE INDICATE THE TYPE OF OFFERED ASSISTANCE
(9) = Tutoring (2) = Counseling

17b. IF "YES" WHY ISN'T IT WORKING? (SEE APPENDED LIST)

17c. IF "NOT INTERESTED", WHY? (NO COMMENTS)

18. HAVE YOU TALKED WITH ANYONE ABOUT DROPPING OUT? 9 (39.1%) = YES

14 (60.9%) = NO

PLEASE CHECK ALL BELOW THAT APPLY.

4 (4.4%) GUIDANCE COUNSELOR	4 (4.4%) TEACHER(S)
8 (8.8%) PARENT(S)/GUARDIAN(S)	3 (3.3%) STUDENTS
4 (4.4%) FRIENDS	4 (4.4%) BROTHER/SISTER
1 (1.1%) RELATIVES	1 (1.1%) OTHER

COMMENTS

19. WHO DO YOU LIVE WITH? MOTHER = (8); FATHER = (3); BOTH = (12)

19a. TOTAL NUMBER OF BROTHERS AND SISTERS

19b. YOUR BIRTH ORDER: 1st (47.8%); 2nd (13.0%); last (39.1%)

19c. WHO IN YOUR FAMILY AGE 16 OR OVER HAS COMPLETED SCHOOL? 7 (30.4%) MOTHER; 1 (4.3%) FATHER; 7 (30.4%) BOTH; 8 (34.8%) NEITHER

OTHERS : BROTHER
SISTER
COUSIN
BROTHER AND SISTER
NO ONE GRADUATED

19d. ARE YOUR PARENTS/GUARDIANS SUPPORTIVE OR OPPOSED TO YOUR DROPPING OUT? 4 (17.4%) SUPPORTIVE;
14 (60.9%) OPPOSED;
5 (21.7%) STUDENT'S DECISION

20. IS THERE A HISTORY OF ALCOHOL, DRUG ADDICTION OR ABUSE OF ANY SORT IN YOUR FAMILY? 4 (17.4%) = YES;
9 (39.1%) = NO;
10 (43.5%) = NO COMMENTS

IF "YES" WILL YOU BE WILLING TO SPECIFY? (SEE APPENDED LIST)

SUBCOMMITTEE #1 DROPOUT PREVENTION COLLABORATIVE

AT-RISK INTERVIEW IN - SCHOOL INTERVIEW TOTALS

1. PRESENT SCHOOL: 49 interviews were conducted at these schools:

OLIVER H. PERRY	CENTRAL HIGH
BRIDGHAM	HOPE HIGH
ROGER WILLIAMS	ALTERNATE LEARNING PROJECT
NATHAN BISHOP	

2. SCHOOLS PREVIOUSLY ATTENDED (SEE APPENDED TABLE)

3. WERE YOU BUSSED TO SCHOOL? 16 (32.7%) YES; 33 (67.3%) NO

4. STUDENT'S PRESENT GRADE : 7th = 18; 8th = 8; 9th = 11; 10th = 3; 11th = 8; 12th = 1

5. HAVE YOU EVER REPEATED A GRADE? 29 (59.2%) YES; 20 (40.8%) NO

6. COURSE OF STUDY IN HIGH SCHOOL (SEE HIGH SCHOOLS RESULTS)

___BUSINESS ___VOCATIONAL ___COLLEGE PREP

___GENERAL ___MAGNET ___ESL/BILINGUAL

_____OTHER

7. DO YOU HAVE CAREER PLANS: 32 (65.3%) YES; 17 (34.7%) NO

8. WHAT IS YOUR FAVORITE SUBJECT IN SCHOOL? (SEE APPENDED LIST)

9. ARE YOU INVOLVED IN EXTRA CURRICULAR ACTIVITIES IN SCHOOL?

10 (20.4%) YES;

39 (79.6%) NO; IF "NO" WHY NOT? (SEE APPENDED LIST)

** THE FOLLOWING QUESTIONS 10 AND 11 ARE OPTIONAL.
THE STUDENT DOES NOT HAVE TO VOLUNTEER THE ANSWER.

10. RACE: 20 (40.8%) WHITE 12 (24.5%) BLACK 7 (14.3%) HISPANIC

1 (2.0%) ASIAN 2 (4.1%) CAPE VERDIAN 4 (8.7%) PORTUG.

3 (6.1%) AMERICAN INDIAN 0 (0.0%) OTHER

11. GENDER: 28 (57.1%) = M; 21 (42.9%) = F

12. AGE IN GRADE: (SEE APPENDED TABLE)

13. DO YOU ENJOY GOING TO SCHOOL? 31 (63.3%) = YES; 10 (20.4%) = NO
8 (16.3%) = SOMETIMES

IF "NO" PLEASE EXPLAIN: (SEE APPENDED LIST)

14. WHAT WAS THE LAST GRADE IN WHICH YOU ENJOYED SCHOOL?
(SEE APPENDED TABLE)

14a. WHAT HAPPENED THEN AND AFTER THAT? (In elementary and/or middle school) (SEE APPENDED LIST)

14b. WHAT COULD BE DONE TO KEEP YOU IN SCHOOL? (APPENDED LIST)

15. DO YOU HAVE A JOB? 20 (40.8%) YES; 29 (59.2%) NO

IF "YES", WHERE DO YOU WORK? (see middle & high results)

WHAT DO YOU DO? (see middle & high results)

HOW MANY HOURS A WEEK? 5-15 HOURS = 8
16-25 HOURS = 8
26-35 HOURS = 4

16. DO ANY OF THE FOLLOWING EXAMPLES HAVE AN EFFECT ON YOUR DECISIONS ABOUT STAYING IN SCHOOL? PLEASE CHECK ALL THAT APPLY.

16	SCHOOL RULES	14	DISCIPLINE REASONS (suspension, probation, arguments, expulsion)
23	TEACHER(S)		
12	CURRICULUM/CLASSROOMS	7	OTHER STUDENTS
18	FAMILY/HOME LIFE	7	PERSONAL REASONS (Specify)
7	SAFETY CONCERNS	6	PREGNANCY
8	ACTUAL EMPLOYMENT	3	INTENDED EMPLOYMENT
21	NUMBER OF DAYS ABSENT	17	GRADES
9	FEELING THAT YOU DON'T BELONG		

COMMENTS : (SEE APPENDED LIST)

17. HAVE YOU EVER BEEN OFFERED ACADEMIC ASSISTANCE (ie. tutoring), GROUP OR PERSONAL COUNSELING?
26 (53.1%) YES; 23 (46.9%) NO; 0 (0.0%) INTERESTED

17a. IF "YES" PLEASE INDICATE THE TYPE OF OFFERED ASSISTANCE
(22) = Tutoring (4) = Counseling

17b. IF "YES" WHY ISN'T IT WORKING? (SEE APPENDED LIST)

17c. IF "NOT INTERESTED", WHY? (NO COMMENTS)

18. HAVE YOU TALKED WITH ANYONE ABOUT DROPPING OUT? 19 (38.8%) = YES
30 (61.2%) = NO

PLEASE CHECK ALL BELOW THAT APPLY.

13 (26.5%) GUIDANCE COUNSELOR	11 (22.4%) TEACHER(S)
22 (44.9%) PARENT(S)/GUARDIAN(S)	9 (18.4%) STUDENTS
20 (40.8%) FRIENDS	13 (26.5%) BROTHER/SISTER
9 (18.4%) RELATIVES	2 (4.1%) OTHER

COMMENTS

19. WHO DO YOU LIVE WITH? MOTHER = (17); FATHER = (6); BOTH = (22)
MOTHER & BROTHER = (1); MOTHER & SISTER = (1)

19a. TOTAL NUMBER OF BROTHERS AND SISTERS

19b. YOUR BIRTH ORDER: (see middle & high results)

19c. WHO IN YOUR FAMILY AGE 16 OR OVER HAS COMPLETED SCHOOL? 15 (51.7%) MOTHER; 3 (6.1%) FATHER;
11 (22.4%) BOTH; 8 (16.3%) NEITHER

OTHERS: NO ONE GRADUATED
BROTHER
SISTER
UNCLE
BROTHER/SISTER
COUSIN

19d. ARE YOUR PARENTS/GUARDIANS SUPPORTIVE OR OPPOSED TO YOUR DROPPING OUT?
11 (22.4%) SUPPORTIVE; 25 (51.0%) OPPOSED; 6 (12.2%) NEUTRAL
7 (14.3%) STUDENT DID NOT CONSIDER DROPPING OUT

20. IS THERE A HISTORY OF ALCOHOL, DRUG ADDICTION OR ABUSE OF ANY SORT IN YOUR FAMILY? 6 (12.2%) = YES; 20 (40.8%) = NO;
23 (46.9%) = NO COMMENTS

IF "YES" WILL YOU BE WILLING TO SPECIFY? (SEE APPENDED LIST)

SUBCOMMITTEE #1 DROPOUT PREVENTION COLLABORATIVE

AT-RISK INTERVIEW - GROUP INTERVIEWS AT MT. PLEASANT HIGH

1. PRESENT SCHOOL: MT. PLEASANT (ALL STUDENTS: 12)

2. SCHOOLS PREVIOUSLY ATTENDED: (SEE APPENDED LIST)

3. WERE YOU BUSSED TO SCHOOL? 2(16.7%) = YES; 10 (83.3%) = NO

4. STUDENT'S PRESENT GRADE: GRADES 9 - 12 were interviewed

5. HAVE YOU EVER REPEATED A GRADE? 7 (58.3%) = YES; 5 (41.7%) = NO

6. COURSE OF STUDY IN HIGH SCHOOL

   1 (8.3%) BUSINESS 0 (0.0%) VOCATIONA 2 (16.7%) COLLEGE PREP

   6 (50.0%) GENERAL 3 (25.0%) MAGNET 0 (0.0%) ESL/BILINGUAL

   0 (0.0%) OTHER

7. DO YOU HAVE CAREER PLANS: 6 (50.0%) = YES; 6 (50.0%) = NO

8. WHAT IS YOUR FAVORITE SUBJECT IN SCHOOL? (SEE APPENDED LIST)

9. ARE YOU INVOLVED IN EXTRA CURRICULAR ACTIVITIES IN SCHOOL?

   2 (16.7%) YES;

   10 (83.3%) NO; IF "NO" WHY NOT?: (SEE APPENDED LIST)

**THE FOLLOWING QUESTIONS 10 AND 11 ARE OPTIONAL.
THE STUDENT DOES NOT HAVE TO VOLUNTEER THE ANSWER.

10. RACE: 4 (33.3%) WHITE 3 (25.0%) BLACK 3 (25.0%) HISPANIC

    1 (8.3%) ASIAN 1 (8.3%) CAPE VERDIAN

    0 (0.0%) PORTUGUESE 0 (0.0%) AMERICAN INDIAN

    0 (0.0%) OTHER

11. GENDER: 8 (66.7%) = M 4 (33.3%) = F

12. AGE: (SEE APPENDED TABLE)

13. DO YOU ENJOY GOING TO SCHOOL? 4 (33.3%) = YES; 8 (66.7%) = NO

    IF "NO" PLEASE EXPLAIN: (SEE APPENDED LIST)

14. WHAT WAS THE LAST GRADE IN WHICH YOU ENJOYED SCHOOL?
(SEE APPENDED TABLE)

14a. WHAT HAPPENED THEN AND AFTER THAT? (In elementary and/or middle school) (SEE APPENDED LIST)

14b. WHAT COULD BE DONE TO KEEP YOU IN SCHOOL (APPENDED LIST)

15. DO YOU HAVE A JOB? 8 (66.6%) = YES; 4 (33.3%) = NO

IF "YES", WHERE DO YOU WORK? Jewelry,nursing home,registry, restaurant

WHAT DO YOU DO? Packing,waitress,aide,clerk

HOW MANY HOURS A WEEK? 5-15 HOURS = 0
16-25 HOURS = 3
26-35 HOURS = 5

16. DO ANY OF THE FOLLOWING EXAMPLES HAVE AN EFFECT ON YOUR DECISIONS ABOUT STAYING IN SCHOOL? PLEASE CHECK ALL THAT APPLY.

0 (0.0%) SCHOOL RULES	2 (16.6%) DISCIPLINE REASONS (suspension, probation, arguements, expulsion)
3 (25.0%) TEACHER(S)	
0 (0.0%0) CURRICULUM/CLASSROOMS	0 (0.0%) OTHER STUDENTS
4 (33.3%) FAMILY/HOME LIFE	0 (0.0%) PERSONAL REASONS
0 (0.0%) SAFETY CONCERNS	1 (8.3%) PREGNANCY
1 (8.3%) ACTUAL EMPLOYMENT	0 (0.0%) INTENDED EMPLOYMENT
5 (41.6%) NUMBER OF DAYS ABSENT	3 (25.0% GRADES
2 (16.6%) FEELING THAT YOU DON'T BELONG	

COMMENTS: (SEE APPENDED LIST)

17. HAVE YOU EVER BEEN OFFERED ACADEMIC ASSISTANCE (ie. tutoring), GROUP OR PERSONAL COUNSELING?

12 (100%) YES; 0 (0.0%) NO; 0 (0.0%) NOT INTERESTED

17a. IF "YES" PLEASE INDICATE THE TYPE OF OFFERED ASSISTANCE Counseling, Dropout Prevention, Tutoring

17b. IF "YES" WHY ISN'T IT WORKING? (SEE APPENDED LIST)

17c. IF "NOT INTERESTED", WHY? (NO COMMENTS)

18. HAVE YOU TALKED WITH ANYONE ABOUT DROPPING OUT? 7 (58.3%) = YES

5 (41.6%) = NO

PLEASE CHECK ALL BELOW THAT APPLY.

3 (25.0%)	GUIDANCE COUNSELOR	3 (25.0%)	TEACHER(S)
7 (58.3%)	PARENT(S)/GUARDIAN(S)	1 (8.3%)	STUDENTS
6 (50.0%)	FRIENDS	4 (33.3%)	BROTHER/SISTER
1 (8.3%)	RELATIVES	0 (0.0%)	OTHER

COMMENTS

19. WHO DO YOU LIVE WITH? MOTHER = (5); FATHER = (2); BOTH = (4); GRANDMOTHER = (1)

19a. TOTAL NUMBER OF BROTHERS AND SISTERS

19b. YOUR BIRTH ORDER: 1st (16.7%); 2nd (33.3%); 3rd (8.3%) 6th (8.3%); last (33.3%)

19c. WHO IN YOUR FAMILY AGE 16 OR OVER HAS COMPLETED SCHOOL? 2 (16.8%) = MOTHER; 7 (58.3%) = FATHER; 3 (25.0%) = BOTH

OTHERS: SISTER
ALL SIBLINGS
BROTHER
EVERYONE

19d. ARE YOUR PARENTS/GUARDIANS SUPPORTIVE OR OPPOSED TO YOUR DROPPING OUT? 2 (16.6%) SUPPORTIVE;
4 (33.3%) OPPOSED;
1 (8.3%) NEUTRAL;
5 (41.7%) DID NOT TALK TO ANYONE

20. IS THERE A HISTORY OF ALCOHOL, DRUG ADDICTION OR ABUSE OF ANY SORT IN YOUR FAMILY? 0 (0.0%) YES; 12 (100%) NO

IF "YES" WILL YOU BE WILLING TO SPECIFY? (SEE APPENDED LIST)

SUBCOMMITTEE #1 DROPOUT PREVENTION COLLABORATIVE

AT-RISK INTERVIEW - COMMUNITY BASED

1. PRESENT SCHOOL (18 COMMUNITY BASED INTERVIEWS WERE CONDUCTED)

Central High	New Pride
Bridgeham Middle	Hope High
Mt. Pleasant High	Perry Middle
Green Middle	

2. SCHOOLS PREVIOUSLY ATTENDED (SEE APPENDED TABLE)

3. WERE YOU BUSSED TO SCHOOL? 12 (66.6%) YES 6 (33.3%) NO

4. STUDENT'S PRESENT GRADE 7TH. = 3; 8TH. = 1; 9TH. = 4;
10TH. = 6; 11TH. = 4

5. HAVE YOU EVER REPEATED A GRADE? 8 (44.4%) = YES 10 (55.6%) = NO

6. COURSE OF STUDY IN HIGH SCHOOL

2 (11.1%) BUSINESS 3 (16.7%) VOCATIONAL 1 (5.6%) COLLEGE PREP

7 (38.8%) GENERAL 0 (0.0%) MAGNET 0 (0.0%) ESL/BILINGUAL

1 (5.6%) OTHER (4 STUDENTS WERE IN MIDDLE SCHOOLS)

7. DO YOU HAVE CAREER PLANS 10 (55.6%) YES 8 (44.4%) NO

8. WHAT IS YOUR FAVORITE SUBJECT IN SCHOOL? (APPENDED TABLE)

9. ARE YOU INVOLVED IN EXTRA CURRICULAR ACTIVITIES IN SCHOOL?

9 (50.0%) YES

9 (50.0%) NO IF "NO" WHY NOT? (SEE APPENDED LIST)

**THE FOLLOWING QUESTIONS 10 AND 11 ARE OPTIONAL.
THE STUDENT DOES NOT HAVE TO VOLUNTEER THE ANSWER.

10. RACE 6 (33.3%) WHITE 9 (50.0%) BLACK 2 (11.1%) HISPANIC

0 ASIAN 0 CAPE VERDIAN 0 PORTUGUESE

1 (5.6%) AMERICAN INDIAN 0 OTHER

11. GENDER 11 (61.1%) M 7 (38.9%) F

12. AGE IN GRADE (SEE APPENDED TABLE)

13. DO YOU ENJOY GOING TO SCHOOL? 13 (72.2%) YES 5 (27.8%) NO

IF "NO" PLEASE EXPLAIN (SEE APPENDED TABLE)

14. WHAT WAS THE LAST GRADE IN WHICH YOU ENJOYED SCHOOL?

(SEE APPENDED TABLE)

14a. WHAT HAPPENED THEN AND AFTER THAT? (In elementary and/or middle school) (SEE APPENDED LIST)

14b. WHAT COULD BE DONE TO KEEP YOU IN SCHOOL? (APPENDED LIST)

15. DO YOU HAVE A JOB? 5 (27.8%) YES 13 (72.2%) NO

IF "YES", WHERE DO YOU WORK? Burger King, CCJ, McDonalds, Watson's Waste, Restaurant

WHAT DO YOU DO? Wash dishes,clean tanks,phone calls,cook

HOW MANY HOURS A WEEK? 5-15 HOURS = 0
16-25 HOURS = 4
26-35 HOURS = 1

16. DO ANY OF THE FOLLOWING EXAMPLES HAVE AN EFFECT ON YOUR DECISIONS ABOUT STAYING IN SCHOOL? PLEASE CHECK ALL THAT APPLY.

7	SCHOOL RULES	6	DISCIPLINE REASONS (suspension, probation, arguements, expulsion)
6	TEACHER(S)		
6	CURRICULUM/CLASSROOMS	3	OTHER STUDENTS
3	FAMILY/HOME LIFE	0	PERSONAL REASONS (Specify)
2	SAFETY CONCERNS	0	PREGNANCY
1	ACTUAL EMPLOYMENT	1	INTENDED EMPLOYMENT
6	NUMBER OF DAYS ABSENT	11	GRADES
2	FEELING THAT YOU DON'T BELONG		

COMMENTS (SEE APPENDED LIST)

17. HAVE YOU EVER BEEN OFFERED ACADEMIC ASSISTANCE (ie. tutoring), GROUP OR PERSONAL COUNSELING?
10 (55.6%) YES 3 (16.7%) NO 5 (27.8%) NOT INTERESTED

17a. IF "YES" PLEASE INDICATE THE TYPE OF OFFERED ASSISTANCE
(9) = Tutoring (1) = Counseling

17b. IF "YES" WHY ISN'T IT WORKING? (SEE APPENDED LIST)

17c. IF "NOT INTERESTED", WHY? (SEE APPENDED LIST)

18. HAVE YOU TALKED WITH ANYONE ABOUT DROPPING OUT?

11 (61.1%) YES 7 (38.9%) NO

PLEASE CHECK ALL BELOW THAT APPLY.

4	GUIDANCE COUNSELOR	3	TEACHER(S)
4	PARENT(S)/GUARDIAN(S)	2	STUDENTS
4	FRIENDS	2	BROTHER/SISTER
2	RELATIVES	8	OTHER

COMMENTS

19. WHO DO YOU LIVE WITH? MOTHER = 9; FATHER = 0; BOTH = 6;
GRANDMOTHER = 1; AUNT & UNCLE = 1;
GIRLFRIEND = 1

19a. TOTAL NUMBER OF BROTHERS AND SISTERS

19b. YOUR BIRTH ORDER: 1st(27.8%); 2nd (16.7%); 3rd (11.1%);
4th (11.1%); last (33.3%)

19c. WHO IN YOUR FAMILY AGE 16 OR OVER HAS COMPLETED SCHOOL?
6 (33.3%) = MOTHER 0 = FATHER
4 (22.2%) = BOTH 8 (44.4%) = NEITHER

OTHERS: SISTER
GRANDMOTHER

19d. ARE YOUR PARENTS/GUARDIANS SUPPORTIVE OR OPPOSED TO YOUR DROPPING OUT? 2 (11.1%) SUPPORTIVE;
13 (72.2%) OPPOSED;
3 (16.7%) NEUTRAL;

20. IS THERE A HISTORY OF ALCOHOL, DRUG ADDICTION OR ABUSE OF ANY SORT IN YOUR FAMILY? 10 (55.6%) YES 5 (27.8%) NO
3 (16.7%) NO RESPONSE

IF "YES" WILL YOU BE WILLING TO SPECIFY? (APPENDED LIST)

SUBCOMMITTEE #1 DROPOUT PREVENTION COLLABORATIVE

DROP OUT INTERVIEW - COMMUNITY BASED

1. LAST SCHOOL (31 COMMUNITY BASED INTERVIEWS WERE CONDUCTED)

Mt. Pleasant High	Central High
Hope High	Green Middle
Cranston West High	Pilgrim High
Fall Gate (VocTech)	Woonsocket High
Harmony Hills	A.L.P.
Nathan Bishop	Roger Williams
Warwick Vets	Johnston High

2. SCHOOLS PREVIOUSLY ATTENDED (SEE APPENDED TABLE)

3. WERE YOU BUSSED TO SCHOOL? 15 (48.4%) YES 16 (51.6%) NO

4. GRADE IN WHICH YOU LEFT SCHOOL

6TH.	= 1 (3.2%)
7TH.	= 3 (9.7%)
8TH.	= 2 (6.5%)
9TH.	= 5 (16.1%)
10TH.	= 17 (54.8%)
11TH.	= 2 (6.5%)
12TH.	= 1 (3.2%)

5. HAVE YOU EVER REPEATED A GRADE? 19 (61.3%) YES 12 (38.7%) NO

6. COURSE OF STUDY DURING HIGH SCHOOL ATTENDANCE

3 (9.7%) BUSINESS 6 (19.4%) VOCATIONAL 1 (3.2%) COLLEGE PREP

15 (48.4%) GENERAL 0 MAGNET 0 ESL/BILINGUAL

5 (16.1%) OTHER (4 DID NOT ATTEND HIGH SCHOOL)

7. DO YOU HAVE CAREER PLANS 17 (54.8%) YES 14 (45.7%) NO

8. WHAT WAS YOUR FAVORITE SUBJECT IN SCHOOL? (APPENDED TABLE)

9. WERE YOU INVOLVED IN EXTRA CURRICULAR ACTIVITIES IN SCHOOL?

5 (16.1%) YES;

26 (83.9%) NO; IF "NO" WHY NOT? (SEE APPENDED TABLE)

**THE FOLLOWING QUESTIONS 10 AND 11 ARE OPTIONAL.
THE INTERVIEWEE DOES NOT HAVE TO VOLUNTEER THE ANSWER.

10. RACE 12 (38.7%) WHITE 12 (38.7%) BLACK 2 (6.4%) HISPANIC

0 ASIAN 0 CAPE VERDIAN 4 (12.9%) PORTUGUESE

1 (3.2%) AMERICAN INDIAN 0 OTHER

11. GENDER 21 (67.7%) M 10 (32.3%) F

12. AGE (SEE APPENDED TABLE)

13. DID YOU ENJOY GOING TO SCHOOL? 9 (21.0%) YES 20 (64.5%) NO
2 (6.5%) SOMETIMES
IF "NO", PLEASE EXPLAIN (SEE APPENDED TABLE)

14. WHAT WAS THE LAST GRADE IN WHICH YOU ENJOYED SCHOOL?

(SEE APPENDED TABLE)

14a. WHAT HAPPENED THEN AND AFTER THAT? (In elementary or middle school) (SEE APPENDED LIST)

14b. WHAT COULD HAVE BEEN DONE TO KEEP YOU IN SCHOOL?

(SEE APPENDED LIST)

15. DO YOU HAVE A JOB? 13 (41.9%) YES 18 (58.1%) NO

IF "YES" WHERE DO YOU WORK? Car Wash, McDonalds,restaurant, Alert Welding,Teamsters Local #251, CETA, Joslin/Manton Center, Variety of Jobs, Transmission Shop

WHAT DO YOU DO? Wash cars,line worker,grill,cook,shipper groundskeeper, housekeeper, clerical, drug alcohol abuse prevention, various things, laborer.

HOW MANY HOURS A WEEK? 5-15 HOURS = 2
16-25 HOURS = 2
26-35 HOURS = 0
36+ HOURS = 9

16. DID ANY OF THE FOLLOWING EXAMPLES HAVE AN EFFECT ON YOUR DECISIONS ABOUT STAYING IN SCHOOL? PLEASE CHECK ALL THAT APPLY.

11	SCHOOL RULES	14	DISCIPLINE REASONS (suspension, probation, arguments, expulsion)
10	TEACHER(S)		
9	CURRICULUM/CLASSROOMS	8	OTHER STUDENTS
12	FAMILY/HOME LIFE	6	PERSONAL REASONS (Specify)
2	SAFETY CONCERNS	5	PREGNANCY
8	ACTUAL EMPLOYMENT	9	INTENDED EMPLOYMENT
19	NUMBER OF DAYS ABSENT	14	GRADES

11 FEELING THAT YOU DIDN'T BELONG

COMMENTS (SEE APPENDED LIST)

17. WERE YOU OFFERED ACADEMIC ASSISTANCE (ie. tutoring), GROUP OR PERSONAL COUNSELING WHILE IN SCHOOL?

5 (16.1%) YES 19 (61.3%) NO 7 (22.6%) NOT INTERESTED

17a. IF "YES" PLEASE INDICATE THE TYPE OF OFFERED ASSISTANCE

Drug counseling,social worker,tutoring,private counseling

17b. IF "YES" WHY DIDN'T IT WORK? (APPENDED LIST)

17c. IF "NOT INTERESTED", WHY?

18. BEFORE YOUR DECISION TO LEAVE SCHOOL DID YOU TALK WITH ANYONE ABOUT OUT DROPPING OUT? 13 (41.9%) YES 18 (58.1%) NO

PLEASE CHECK ALL BELOW THAT APPLY

5	GUIDANCE COUNSELOR	4	TEACHER(S)
9	PARENT(S)/GUARDIAN(S)	3	STUDENTS
6	FRIENDS	3	BROTHER/SISTER
3	RELATIVES	6	OTHER

COMMENTS

19. WHILE YOU WERE AT SCHOOL WHO WERE YOU LIVING WITH?
MOTHER = 15; FATHER = 2; BOTH = 11
AUNT = 1; ALONE = 1; GROUP HOME = 1

19a. TOTAL NUMBER OF BROTHERS AND SISTERS

19b. YOUR BIRTH ORDER: 1st (25.8%); 2nd (32.3%); 3rd (9.7%); 5th (3.2%); 6th (3.2%); Last (22.6%)

19c. WHO IN YOUR IMMEDIATE FAMILY AGE 16 OR OVER HAS COMPLETED SCHOOL? 8 (25.8%) = MOTHER 3 (9.7%) = FATHER 4 (12.9%) = BOTH 16 (51.6%) = NEITHER

OTHERS: BROTHERS
SISTERS

19d. WERE YOUR PARENTS/GUARDIANS SUPPORTIVE OR OPPOSED TO YOUR DROPPING OUT? 11 (35.5%) SUPPORTIVE;
19 (61.3%) OPPOSED
1 (3.2%) NEITHER

20. IS THERE A HISTORY OF ALCOHOL, DRUG ADDICTION OR ABUSE OF ANY SORT IN YOUR FAMILY? 19 (61.3%) YES 10 (32.3%) NO
2 (6.4%) NO COMMENT

IF "YES" WILL YOU BE WILLING TO SPECIFY? (APPENDED LIST)

APPENDIX TO QUESTION 2
STUDENTS WHO ATTENDED MORE THAN ONE
ELEMENTARY SCHOOL

	SAMPLE				
	MIDDLE	HIGH	MT.P.	COMM. "AT RISK"	COMM. DROPOUT
% OF STUDENTS	30.8	8.7	NA	0	16.7

APPENDIX TO QUESTION 2
STUDENTS WHO ATTENDED MORE THAN ONE
MIDDLE SCHOOL

	SAMPLE				
	MIDDLE	HIGH	MT.P.	COMM. "AT RISK"	COMM. DROPOUT
% OF STUDENTS	7.7	8.9	NA	5.9	0

APPENDIX TO QUESTION 2
STUDENTS WHO ATTENDED MORE THAN ONE
HIGH SCHOOL

	SAMPLE				
	MIDDLE	HIGH	MT.P.	COMM. "AT RISK"	COMM. DROPOUT
% OF STUDENTS	--	26.1	NA	5.9	11.1

APPENDIX TO QUESTION 8
FAVORITE SUBJECT IN SCHOOL
(RANKED ACCORDING TO POPULARITY)

	SAMPLE				
	MIDDLE	HIGH	MT.P.	COMM. "AT RISK"	COMM. DROPOUT
MOST POPULAR	Math	English	English	English	Math
	Science	History	Science	Science	Soc. Stud
	English	Science	Account.	Math	History
	Gym	Math	Gym	Woodwork	Science
	Soc.Stud	Art	Health	Gym	Art
	Business	Drama	Biology	Sewing	English
	Reading	Italian	Reading	Reading	Music
LEAST POPULAR	Woodwork	Reading			Reading
	Cooking				Woodwork

APPENDIX TO QUESTION 9
REASONS FOR NON-PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES, RANKED BY OCCURRENCE

MIDDLE SCHOOL STUDENTS:
- Not interested/boring
- Other students
- Activities I like are not available
- Like to hang out in neighborhood

HIGH SCHOOL STUDENTS:
- Activities are boring
- Have to work after school
- Nothing offered that I like
- Groups are too cliquey

MT. PLEASANT:
- Not interested in the selection
- Have to work after school
- Do not like teachers who lead activities

COMMUNITY BASED "AT RISK":
- Nothing I like is offered
- Too worried about grades to play sports
- Have to look after my kids

COMMUNITY BASED DROPOUT:
- Nothing good was offered
- Could not be bothered
- Liked to play in streets
- Had a drug problem ("too busy drugging")
- Did not want to spend more time at school
- Better things to do

APPENDIX TO QUESTION 12
PERCENT OF STUDENTS WHO ARE OVER THE AGE IN GRADE
(MIDDLE AND HIGH SCHOOL STUDENTS)

	GRADE				
	7	8	9	10	11
PERCENT OF STUDENTS OVER AGE	83.3	50	45.8	33.3	12.5

APPENDIX TO QUESTION 12
PERCENT OF STUDENTS WHO ARE OVER THE AGE IN GRADE
(MOUNT PLEASANT STUDENTS)

	GRADE			
	9	10	11	12
PERCENT OF STUDENTS OVER AGE	100	100	66.6	33.3

APPENDIX TO QUESTION 12
PERCENT OF STUDENTS WHO ARE OVER THE AGE IN GRADE
(COMMUNITY BASED "AT RISK" STUDENTS)

	GRADE				
	7	8	9	10	11
PERCENT OF STUDENTS OVER AGE	33.3	NA	75	40	25

NOTE: Community based dropout student interviews did not record age in grade at time of drop out.

APPENDIX TO QUESTION 14
PERCENT OF STUDENTS WHOSE LAST ENJOYABLE GRADE WAS IN ELEMENTARY SCHOOL

	SAMPLE				
	MIDDLE	HIGH	MT.P.	COMM. "AT RISK"	COMM. DROPOUT
% OF STUDENTS	53.8	0	0	29.4	25.8

APPENDIX TO QUESTION 14
PERCENT OF STUDENTS WHOSE LAST ENJOYABLE GRADE WAS IN MIDDLE SCHOOL

	SAMPLE				
	MIDDLE	HIGH	MT.P.	COMM. "AT RISK"	COMM. DROPOUT
% OF STUDENTS	46.2	56.5	75	29.4	19.4

APPENDIX TO QUESTION 14
PERCENT OF STUDENTS WHOSE LAST ENJOYABLE GRADE WAS IN HIGH SCHOOL

	SAMPLE				
	MIDDLE	HIGH	MT.P.	COMM. "AT RISK"	COMM. DROPOUT
% OF STUDENTS	--	43.5	25	23.5	29

APPENDIX TO QUESTION 14a
REASONS STUDENTS GIVE FOR CHOOSING
THEIR FAVORITE GRADE

MIDDLE SCHOOL STUDENTS:
- School work is too hard in middle school
- Middle school is bigger than elementary
- Too much homework now
- I liked staying in one class the whole day in 5th. grade
- I liked having same teacher for all subjects in elem. school
- I knew my teacher well in elementary school
- I learned alot in elementary school
- They don't care if you learn or not here
- The teachers looked after you in elementary school

HIGH SCHOOL STUDENTS:
- Now we have more classes and too much responsibility
- The classes are less interesting: I hate the books
- I cannot work by myself: the work is too hard
- I don't know who all the teachers are and they don't know me

MT. PLEASANT:
- High school is stuffy and boring
- I don't have any motivation
- We have too many deadlines: I cannot cope
- My friends are always in trouble

COMMUNITY BASED "AT RISK":
- My teacher kept me back and I hated it
- My fifth grade teacher hated me: they hate me here too
- I started to believe all the bad things the teacher said about me
- Entering sixth grade means you're the littlest again
- I have to work too hard to get passing grades in high school

COMMUNITY BASED DROPOUT:
- I learned more from my friends than from my teachers
- I was always getting into trouble
- I couldn't fit in with the other kids
- I just wanted a job
- I was kept back three times
- I got in with the wrong people
- Pregnancy kept me out of school for too long
- It got harder; I didn't want to go to school
- I got older and involved in crime
- I went into a group home
- I needed money so I went to work instead
- Home problems caused frequent absences
- I was tranferred to another school and felt uncomfortable
- Lost interest, too many problems at home
- Drinking/hanging around

APPENDIX TO QUESTION 14b
FACTORS WHICH WOULD KEEP STUDENTS IN SCHOOL

MIDDLE SCHOOL STUDENTS:
- More field trips
- Home instruction
- Less time in school
- Change discipline so we can do more of what we want
- Change dress code
- Change the way teachers explain things
- Keep students in one class during each day
- Better sports curriculum
- Reduce homework

HIGH SCHOOL STUDENTS:
- Keep students from starting trouble
- Make course work easier
- Change attitudes of students/Make it more like college
- Have smaller classes

MT. PLEASANT:
- Get parents to talk to teachers
- Teach me the things I want to learn
- Give us a smoking lounge
- Make the classes shorter and less boring
- Awareness of different races

COMMUNITY BASED "AT RISK":
- Teachers must change their attitude toward teaching
- No-one cares whether they stay or not
- Change curriculum
- I want to stay but my grades won't let me
- I need to do it on my own, no-one can make me stay

COMMUNITY BASED DROPOUT:
- I needed money so I left
- I needed to motivate myself more, but couldn't
- I should have hung round with a different crowd
- My parents could have been more forceful
- Get better teachers
- They should have let me be in the right grade
- Nothing
- I wanted to quit and work
- Longer gym periods, movies, and field trips
- Special interest classes after school
- Help me to learn more
- Develop programs to keep me in school
- Private tutoring to keep me away from others
- People showed no interest on my behalf
- Nothing, I was always in trouble with the courts

APPENDIX TO QUESTION 16
FACTORS AFFECTING THE DECISION TO STAY IN SCHOOL

MIDDLE SCHOOL STUDENTS:
- Teachers say you're going to fail no matter what you do
- Teachers holler too much for no reason
- Sometimes I just want to give up
- Was not allowed to take final test because I was failing

HIGH SCHOOL STUDENTS:
- My parents want me to graduate
- I stay because I want to get a diploma
- I am failing, but I still want to be here
- I know I need to get a diploma

MT. PLEASANT:
- I got the courses I wanted this year

COMMUNITY BASED "AT RISK":
- School should be safer; some kids carry knives
- They hate white kids with long hair
- Most kids do not consider reasons at all; they just leave

COMMUNITY BASED DROPOUT:
- I did not like staying after school in detention
- I had the responsibility of looking after my mother
- I had too many absences to be allowed to stay
- I just hated school; I'm happy now I don't have to go
- I didn't want to be there
- It was boring
- I was on the streets selling drugs
- I could have stayed if I didn't get pregnant
- Never got along; always a loner

APPENDIX TO QUESTION 17
WHY IN-SCHOOL ASSISTANCE IS NOT WORKING FOR THE SAMPLE STUDENTS

MIDDLE SCHOOL STUDENTS:
- I never go to counseling
- It is not working because of the tutor
- They don't care about you as an individual

HIGH SCHOOL STUDENTS:
- The counselors try, but it doesn't work

MT. PLEASANT:
- The dropout prevention program works here: "tutors are good"

COMMUNITY BASED "AT RISK":
- I don't like doing the homework for my tutor
- I have to work twice as hard now to keep my grades up
- I lost interest in the program
- I don't show up when I'm scheduled
- I have a negative attitude

COMMUNITY BASED DROPOUT:
- I tried only hard enough to get passing grades
- I went back to my old friends
- I went to counseling but it failed because I didn't want to
- I didn't think that anyone could help
- I hated the whole scene
- I would have been interested if offered
- I was very negative, didn't get along
- Judge said, take child out of school or we will put him away
- The school didn't want me there anymore, I didn't want to be there, it was a mutual agreement

APPENDIX TO QUESTION 20
INCIDENCE OF ALCOHOL, DRUG ADDICTION AND PHYSICAL ABUSE

MIDDLE SCHOOL STUDENTS:
- There was physical abuse in my family
- My home life in Puerto Rico was disruptive
- My mom and family moved away from dad

HIGH SCHOOL STUDENTS:
- My dad gets violent sometimes

MT. PLEASANT:
- No Responses

COMMUNITY BASED "AT RISK":
- My mother died of an overdose
- My father was deported for dealing drugs
- My father is drunk all the time
- The state made me live with my aunt and uncle because of my parents
- My dad does coke and pot, that's why my mom went away
- My father abused us, so mom stabbed him; now he leaves us alone

COMMUNITY BASED DROPOUT:
- My mother was abused by my sister's father
- My dad forced my mom to rob for him
- My father raped all seven of my momma's girls
- All my relatives drink too much
- My brother drinks and does coke
- Mother and sister were killed in car accident
- I made it bad for myself, hung out with criminals
- My brother is an alcoholic, I take drugs
- My mother's boyfriend drinks and becomes violent
- It was my fault for quitting, now I realize how important it is to have an education
- I have a long history of alcoholics behavior in my family

Providence School Department
Dropout Prevention Program Collaborative

REPORT TO THE MANAGEMENT COMMITTEE
BY THE SUBCOMMITTEE ON COLLABORATIVE STRUCTURE

(SUBCOMMITTEE #2)

Co-chairs: Rob DeBlois, Nancy Mullen

Members: B. Jae Clanton, Frank Connelly, Ahbidah Cotman-EL, Brenda Dann-Messier, Sarah Dinklage, Joseph DiPalma, Lissa Dreyer, Joy Edwards, Juan Francisco, Robert Haber, Cecila Houston, Ruth Jaffa, William Jennings, Joe McDonald, Barbara McKay, Thomas Mezzanotte, Nancy Mullen, Martha Parks, Frank Piccirilli, Marcia Reback, Kenneth Simons

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A University of Rhode Island/Providence School Department Partnership Program
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Dropout Prevention Program Collaborative for Providence

Report of the Subcommittee on Structure

It has been the goal of this subcommittee to present a plan for a working structure of the collaborative. In order to accomplish this task, we have had discussions on different aspects of the collaborative that need to be addressed in order for us to propose a realistic format through which different community organizations and the Providence School Department can work together to decrease the unacceptably high number of dropouts in Providence. As a result of our discussions, our proposal will focus on four areas: the legal and governing framework of the collaborative; the organizational relationship that will exist between the staff of the collaborative and the member agencies (community organizations and the Providence School Department); the practical duties and responsibilities of the collaborative (in other words, the day-to-day work of its staff); and possible sources of funding for the collaborative.

Through our discussions, it became evident that an essential characteristic of the collaborative has to be independence. While the mission of the collaborative is to increase communication and collaboration among different groups in the city that can provide services to at-risk students, the goals of the collaborative can not become confused with the goals of each separate organization served by it. Therefore, in order to avoid any conflicts of interest, and in order for the collaborative to establish its own valid and healthy sense of self-interest, we recommend that the collaborative be run by an independent board composed primarily (at least 2/3's) of individuals who

do not have a vested interest in one of the agencies served by the collaborative. We also feel that the board should be relatively small (approximately 13 members) so as to foster commitment of individual members and to make it a workable group.

In order to ensure input from the member organizations, we recommend that the collaborative also formally establish an advisory board. This group should be made up of representatives from all the member agencies and schools involved, and should have some kind of direct liason with the board of directors. This could be accomplished by having one of the directors of the board serve on the advisory committee or by having the advisory committee choose a representative to serve as a director of the board.

Initially, our committee leaned towards the formation of a legally independent, non-profit 501(c)(3) organization for the collaborative. However, after considerable discussion, we do not believe that this type of legal structure is necessary for the collaborative to be independent. Therefore, instead of a separate 501(c)(3), we recommend that the collaborative form a separate entity under the auspices of the Urban Field Center, with a staff located at the center. In this arrangement the decision-making body of the collaborative would still be a separate board made up of individuals from business, education, community groups, and other professions. The Urban Field Center would not dictate policy to this board, but would act primarily as a conduit for receiving and dispersing funds for the collaborative. The collaborative's board of directors (the term to be used here) would then remain independent, while

avoiding many of the organizational, legal, and logistical problems that often confront a new program.

Association with the Urban Field Center will also have other advantages. Through it, the collaborative will be able to purchase a low-cost benefits package for its staff. The Urban Field Center can also serve as a headquarters, thereby reducing overhead and eliminating many logistical problems. Finally, the staff that is already at the Urban Field Center can provide both technical and emotional support for the staff of the collaborative, and this becomes even more important, since we envision the staff as consisting of primarily one person.

The structure we have described, in our opinion, will best serve the collaborative in its early stages. It will provide both flexibility and support, as well as giving the collaborative a means by which to operate financially -- namely through the U.R.I. Foundation, the Urban Field Center's parent organization. We feel that it is important to point out that we are suggesting this structure only for the first two years, thereby allowing the collaborative the freedom to evolve as its board and its staff determine is most appropriate. We recommend that at the end of two years the board and staff formally examine the collaborative and plan its structure for its immediate future. This structure may entail remaining with the Urban Field Center, establishing a separate non-profit organization, or merging with some other existing group. For the time being though, we strongly recommend that the collaborative establish its own program rather than merge with another organization. We strongly feel the collaborative needs time to define its own mission and to establish its own identity.

* * *

The goal of the collaborative is to reduce the dropout rate, and another committee will speak in more depth on the strategies related to this goal. As mentioned earlier, our committee has tried to define the kind of relationship that will exist between the collaborative and the member agencies, in order to provide an atmosphere in which these goals and strategies can be attained.

Specifically, we see this relationship as being primarily administrative. The staff of the collaborative, (probably just a director), will work primarily with directors of other organizations, teachers, counselors and the School Department Central Office. We do not see the purpose of the collaborative as working directly with the students in any significant way. It is our belief that ample resources already exist in the community and that the role of the collaborative is to bring these groups together so that they know of each other and can use each other to best suit the needs of students who are having problems of one kind or another.

In our discussions, the question of who would serve as a "contact" person in the schools, often came up. It is our belief that the most logical place for school contact with the collaborative should be through the guidance departments of each school. However, we also recognize that in some cases, due to such things as personality conflicts, or lack of time on the part of some counselors, other persons in the school might be more effective contacts. Therefore we make a two-part recommendation:

the first is that the collaborative seek to work primarily through the guidance departments in the schools, while retaining the freedom to seek out other staff as contacts, if necessary; the second recommendation is that the Providence School Department reexamine the method by which guidance is provided in the schools, with the goal of increasing the time and number of opportunities that students have for actual guidance.

The diagram at the end of this report depicts a wheel with the collaborative (in the staff person of the director) as its hub. On the rim of this wheel are located community organizations, each participating school, the Providence Chamber of Commerce, the School Department Central office, and any other organization which can contribute resources to the dropout problem. The spokes of this wheel, with directional arrows at each end, represent the two-way communication that will take place between member agencies and the collaborative. This communication would center around at-risk students and how to provide the most appropriate services for them, through the collaboration of resources.

* * *

Within this working relationship, between the collaborative and the member agencies, the director of the collaborative would have several responsibilities, listed as follows:

1. To serve as an informational center for school administrators, teachers, and counselors, and for staff of local organizations, who have questions about where to go or what to do when addressing the concerns of a specific student or group of students.

2. To encourage different groups and the schools to work together independently of the collaborative. The collaborative would do this by pointing out areas of mutual interest to the groups, and by helping them develop plans to work together.

3. To organize conferences and workshops for participating agencies on different topics related to the dropout problem.

4. To keep informed of research on dropouts, and programs being tried throughout the country, and to disseminate information about the same to participating agencies.

5. To keep the issue of dropout prevention in the public eye, through contacts with local media and whatever other means appear to prove helpful.

6. To keep member agencies informed on any new sources of funding.

7. To identify gaps that may exist in the services that are available to at-risk students and to advocate for the creation of new services or programs, when necessary.

* * *

In discussing the legal structure of the collaborative, its relationship with other organizations, and its practical duties and responsibilities, our committee, by necessity, had to look at the probable cost of a collaborative and possible sources of funding. At several meetings that have been held, representatives of different community organizations have expressed a concern that this collaborative

would be competing for funds with other non-profit organizations and that this should be avoided as much as possible.

We estimate that a collaborative with the organizational structure that we have laid out would cost between $25,000 and $35,000 in each of the first two years. We envision the collaborative as having a staff of one person, an executive director, so that the bulk of program costs would be this person's salary. At this time it is difficult for us to say whether this position would be for the entire calendar year or just the school year. Apart from the director's salary, other funds would go towards any administrative expenses and office supplies.

Approximating a budget of the size stated above, we believe that a significant portion of this budget could come through membership donations paid by the different participating organizations. These donations, beginning with $50, could be based on the size of each organization. Soliciting the donations would not appear to be a complicated procedure. Apart from the different community organizations, we feel the Providence School Department should also make a significant contribution to the program, to cover the different schools that would be members of the collaborative and which, along with the students, would be the main beneficiaries of the collaborative.

We believe that the logic behind such a fee structure is sound. The collaborative, if it does its job, will make participating organizations and the schools more effective. It will help each group better serve its target population and, in some respects, should lessen the workload of member organization staffs. For example, by serving as a control point and a kind of clearinghouse where teachers and counselors can find

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programs for at-risk students, the collaborative will help in the recruitment of appropriate clients for each organization. Another reason such a membership fee should be charged is because it will help foster, and demonstrate, the commitment of participating agencies. The collaborative will not be successful without such commitment, and if the collaborative is truly needed, a membership fee is clearly one reasonable source of funding. Finally, this fee would help keep the collaborative from competing with member organizations for private funds.

While upwards of 50% of the collaborative's budget in the first two years may come from membership dues, the collaborative will also need to raise other money. We see no way around this, aside from asking the School Department to pick up the entire cost of the collaborative, something we do not feel is either fair or realistic. Therefore, in the first years, we believe a significant source of funding could be through seed grants of private foundations. The most obvious of these foundations is the Ford Foundation, which has already suggested it would fund a certain number of collaboratives that present plans which stand a reasonable chance of success. Another possible source would be local foundations, most notably the Rhode Island Foundation, which has demonstrated an interest in education and the dropout problem and which often gives seed grants for valuable and realistic programs. In seeking grants from foundations, it will be necessary for the collaborative to demonstrate financial commitment from the community, so that the collaborative will stand a reasonable chance of viability when the grants are exhausted. Once again, we feel the commitment can be demonstrated by the membership fees as described above.

Another possible source of funding for the collaborative would be through a legislative grant awarded by the State. With widespread community support, evidenced by financial commitment of participating agencies, such a grant is not out of the question, especially if the state continues to operate with a surplus.

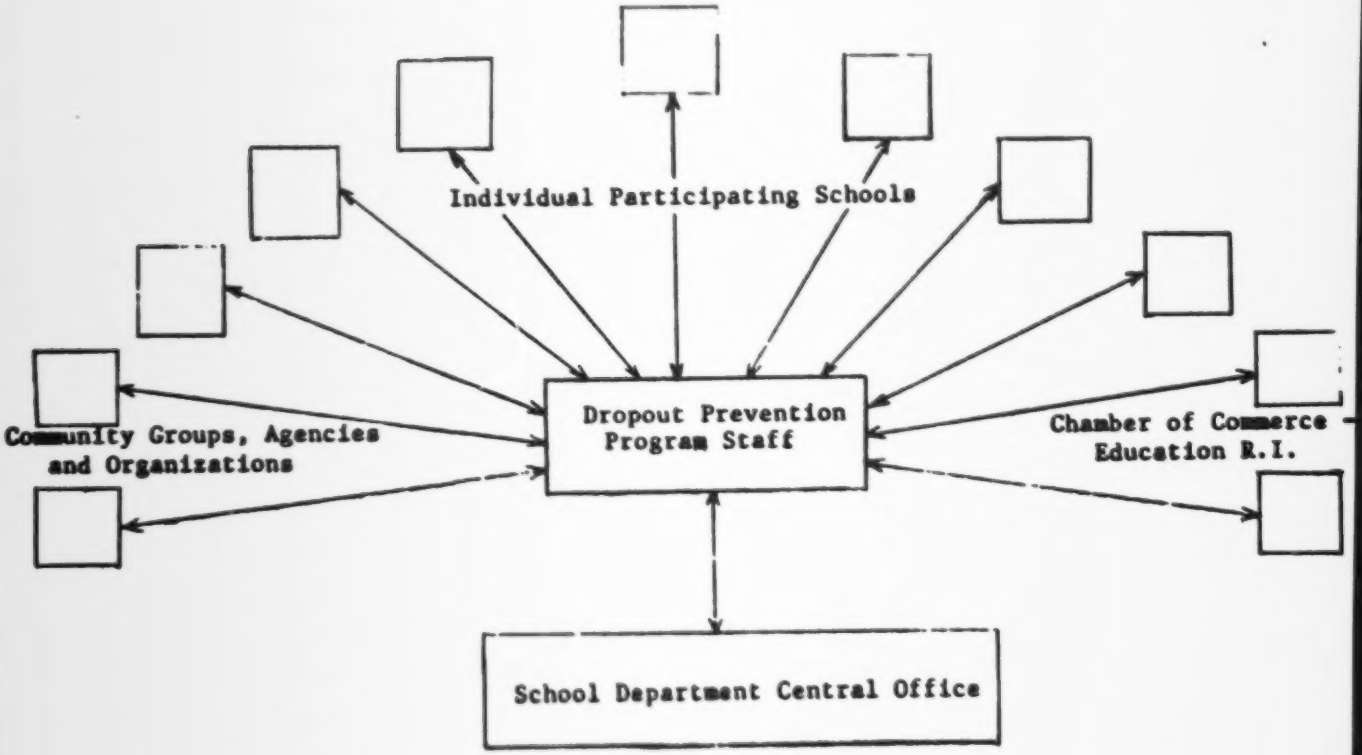
A final source of funding in the first years would be the business community, but we do not feel the collaborative should regard this option as a primary source of funds. Aggressively soliciting funds from corporations could put the collaborative in competition with member agencies and will also consume much of the executive director's time in the first years. We do not believe this is a good idea. Instead, the director, to the greatest extent possible, should be free to work on making the collaborative successful, by working with the School Department and other groups to reduce the number of dropouts through a greater collaboration of efforts. We believe the funding plan we have laid out will help the collaborative move toward this end.

In summary, we recommend that the collaborative be an independent organization, with policy decisions made by a small board of directors. The board would hire an executive director, and would receive recommendations and advice from a formal advisory board comprised of representatives from the members of the collaborative. The collaborative, in the first two years, would be legally associated with the Urban Field Center, where it would also be based. The staff of the collaborative would work mainly with professionals in the schools and in other community organizations and the function of the staff would be to

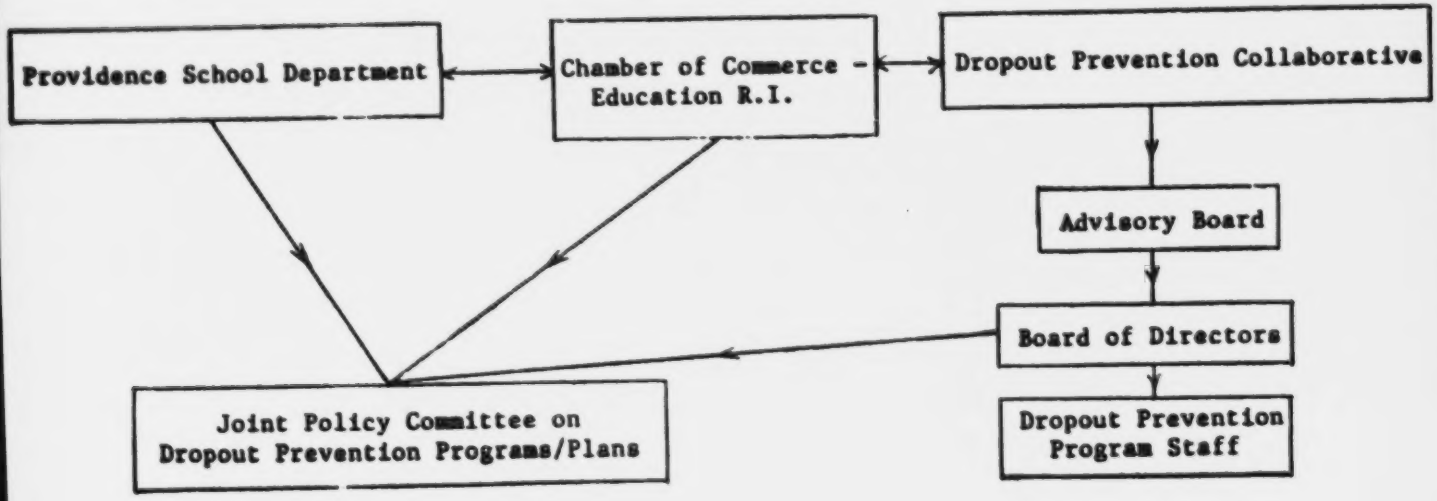
increase collaboration and communication among these organizations. Each member agency in the collaborative (including the Providence School Department) would pay yearly dues according to a formula that would be both fair and easy to administer. Aside from these dues, other possible sources of funding would be through private foundations and a legislative grant from the State of Rhode Island. The corporate sector should not be regarded as a main source of funding in the first years.

We feel that it is important to stress that we are presenting a structural model for only the first two years of the collaborative. In doing so we have presented a plan that will be able to focus on the goals of the collaborative, while allowing those who will be involved in it the flexibility and independence to mold the organization in a manner that they determine will best serve the community. This plan will allow the collaborative the freedom to succeed - or fail, based on the merits of the program and the work and vision of those who will be involved.

OPERATIONAL FRAMEWORK OF THE COLLABORATIVE


Individual Participating Schools
Community Groups, Agencies and Organizations
Dropout Prevention Program Staff
Chamber of Commerce Education R.I.
School Department Central Office

GOVERNING STRUCTURE: THE DROPOUT PREVENTION COLLABORATIVE AND ASSOCIATED ORGANIZATIONS


Providence School Department
Chamber of Commerce - Education R.I.
Dropout Prevention Collaborative
Advisory Board
Board of Directors
Joint Policy Committee on Dropout Prevention Programs/Plans
Dropout Prevention Program Staff

REPORT TO THE MANAGEMENT COMMITTEE BY THE SUBCOMMITTEE ON GOALS AND STRATEGIES

(SUBCOMMITTEE #3)

Co-Chairs: Vivian Weisman
Henry D'Aloisio

Members: Terri Adelman, Nancy Ames, Gabriella Barros, Juan Saez Burgos, Barbara Cavallaro, Joseph Costa, Silma DelLangley, John DeLuca, Helen Ebrahim, Phyllis Field, Mary Giordano, David Hamel, Brenda Hawkins, Pat Houlihan, Eleanor King, Maria Lindia, Margorie McCabe, Dolores Murphy, Deborah Nelson, Paul O'Donnell, Daniel Omoayo, Mary Parella, Priscilla Steadman, Dale Toomer, Rufus Whitmore

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A University of Rhode Island/Providence School Department Partnership Program
Funded in part by The Ford Foundation

REPORT TO THE MANAGEMENT COMMITTEE
BY THE SUBCOMMITTEE ON GOALS AND STRATEGIES

I. GENERAL PROGRAM GOALS OF THE COLLABORATIVE

A. To commit substantial financial resources to the cause of dropout prevention and to promote a curriculum and a school schedule which are flexible and sensitive to student needs; to provide and encourage additional basic delivery and support systems which foster academic success, while utilizing the Collaborative for establishing a constituency which promotes public education initiatives in Providence and developing a system of accessing community resources for educationally "at-risk" students.

B. To help students believe in their potential for academic success; to raise the academic expectations of parents and teachers so that they will encourage and inspire all students to gain as much as possible from their education; and to help support an atmosphere within the Providence Public Schools wherein teachers believe that they can make a difference and that all students can succeed.

II. GENERAL RECOMMENDATIONS TO THE PROVIDENCE SCHOOL COMMITTEE WHICH WILL ENABLE THE SPECIFIC ACTIVITIES OF DROPOUT PREVENTION ON A COMMUNITY LEVEL

1. To ensure the availability of special resources and personnel that address the needs of educationally "at-risk" students in all grades
2. To reduce the case load of elementary school counselors and/or increase the number of elementary school counselors
3. To reduce the case load of middle school counselors and/or increase the number of middle school counselors

4. To increase contact between high school students and counselors by reducing the clerical function of counselors
5. To establish Pre-K programs for educationally "at-risk" 3 and 4 year olds
6. To redesign grading systems in which students can complete course work and receive course credit on a semester rather than an annual basis
7. To comply with, and possibly exceed, current state standards establishing family life courses in grades K-12
8. To improve interaction between schools, social services, community groups and business

III. LONG TERM COLLABORATIVE GOALS FOR GRADES PRE-K TO 5

1. To help provide an education which allows each student to achieve a consistently high rate of academic success
2. To encourage the development of Pre-K programs for all 3 and 4 year olds
3. To encourage the designing of a flexible curriculum with substantial teacher and parent input, sensitive to the cultural diversity within each school, and considerate of the needs of the educationally "at-risk" student population
4. To encourage a participatory teaching style

IV. LONG TERM COLLABORATIVE GOALS FOR GRADES 6 TO 8

1. To encourage scheduling and staffing that allow small clusters of teachers to collaborate on the integration of curriculum objectives and individual student programs
2. To encourage the designing of a flexible curriculum and test alignment, with substantial teacher input, sensitive to the cultural diversity

within each school as well as to standardized testing and transmittal of the common culture

3. To help improve students' identification with the allegiance of their individual middle school through a wide range of extra-curricular activities, improved student-teacher interaction, and expanded coordination with community services
4. To encourage the development of courses which consider family life and ethical and social development
5. To urge that each elementary school delivers to each middle school all the personal and academic development records of each student, and to encourage that all students' middle school programs reflect their achievement in elementary schools as revealed by student profiles

V. LONG TERM COLLABORATIVE GOALS FOR GRADES 9 TO 12

1. To encourage the designing of curriculum and programs which demonstrate to students the correlation between academic achievement and employment potential/post-secondary opportunities
2. To urge for the designing of a flexible curriculum and test alignment, with substantial teacher input, sensitive to the cultural diversity within each school as well as to standardized testing and transmittal of the common culture
3. To promote a grading system in which students can complete course work and receive course credit on a semester rather than an annual basis
4. To encourage a participatory teaching style
5. To help provide extensive child care and parenting programs for all students with children
6. To encourage the development of courses which consider family life and ethical and social development

7. To encourage family involvement in all areas of high school education and not just in the resolution of problems

VI. LONG-TERM COLLABORATIVE GOALS FOR ALL GRADES (NOT LAST PRIORITY BUT STRATEGIES WHICH CUT ACROSS ALL GRADES)

1. To encourage the continued development of extensive peer and adult tutoring/mentoring programs
2. To urge for accurate student profiles which catalog attendance, tardiness, school history from Pre-K on, and academic development
3. To commit substantial financial resources to the cause of dropout prevention
4. To facilitate the involvement of the Collaborative in all phases of program development
5. To encourage increasing the number of adults in proportion to students in all classrooms
6. To develop an evaluation plan for the Collaborative's work toward these goals and strategies

APPENDIX D

Membership of the Collaborative

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